

7th Standard KM
English Second
by Karnataka Text Book
Society

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Government of Karnataka

English II Language (Revised)

Seventh Standard

Karnataka Textbook Society (R.)

100 Feet Ring Road, Banashankari

3rd Stage, Bengaluru-560085

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Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF-2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, Mathematics and 5th and 10th there are three core subjects namely Mathematics, Science and Social science.

NCF-2005 has a number of special features and they are:

1. connecting knowledge to life activities
2. learning to shift from rote methods
3. enriching the curriculum beyond textbooks
4. learning experiences for the construction of knowledge
5. making examinations flexible and integrating them with classroom experiences
6. caring concerns within the democratic policy of the country
7. making education relevant to the present and future needs.
8. softening the subject boundaries- integrated knowledge and the joy of learning.
9. the child is the constructor of knowledge

The new books are produced based on three fundamental approaches namely.

Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/ her personality, thus help him/ her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help the learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinizers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful

to them for giving their consent for the inclusion of these pieces in the textbooks.

Prof. GS Mudambadithaya, Coordinator, Curriculum Revision and Textbook Preparation, Karnataka Textbook Society®, Bengaluru

Narasimhaiah, Managing Director, Karnataka Textbook Society®, Bengaluru

[A note to the Teacher](#)

Dear teacher,

The English Reader for the Seventh Standard is before you. This is prepared in compliance with the principles and norms set by the department for the study of English as second language for the seventh standard. All the ten units have similar, organized method of introducing the content of the teaching text. Variety in the 'Before You Read' task is maintained to enable the teacher introduce the subject of the teaching content. But if the teacher wants to adopt any other activity to enhance the understanding of the content it can be done along with the ones provided in the text. Examples for the same are as follows:

1. Healthy Life:

Before you read:

Ask the students to carefully follow the reading of the outline while they see the pictures.

There are different ways to write the date in English. They vary from formal to informal, and there are differences between British and American English. The following table shows some typical formats.

Format British: Day-Month-Year

- a. The Fourteenth of March, 2011
- b. 14th March 2011
- c. 14 March 2011

d. 14/ 3/ 2011

American: Month-Day-Year

March the Fourteenth, 2011

March 14th, 2011

March 14, 2011

3/ 14/ 2011

2. Avoid Plastics:

1. Before you read: Usage of Kannada can be allowed in the III main.

2. Information about Global Warming:

The slow increase in temperature of the Earth caused partly by the greenhouse effect increasing the amount of carbon dioxide in the atmosphere.

Greenhouse effect is the process in which heat is unable to escape from the atmosphere causing the temperature of the Earth to rise.

Poem Awareness: Before you read note the importance of the dates mentioned.

a. Feb. 13- Sarojini Naidu's Birth Anniversary, World Radio Day (UNESCO)

Apr 22- World Earth Day

b. Dec. 03- World Disability Day, World Day of Handicapped

You are welcome to add your own dates.

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All materials for Listening Text are provided at the end of the book (page nos. 146-150).

The small dictionary provided at the end of the book assists the children develop independent reading.

It has to be acknowledged that the members of the committee have worked very hard to bring out this book.

The members of the committee of 7th standard Second Language English, hope that this book will be interesting and useful to the students.

T. V. Vasuki, Chair Person,

E-mail: vasukimoorthy55@gmail.com

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self-inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had

taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organizations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised wherever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined alongside with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the

committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who cooperated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

Narasimhaiah, Managing Director, Karnataka Textbook Society (R), Bengaluru.

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4.	Leg Trap by Manorama Jafa	Froth and Bubble by Adam linbsay gordon
5	The Wonder Bowl	Abou Ben Adhem by Leigh Hunt
6	Journey to the Top	Mountain Climbing by Laura Howell Horner
7	Nest with Grand Parents by Lalitha Sridhar	Dear Grandma and Grandpa
8.	Wealth and Values	The Quarrel by Eleanor Farjeon

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2	Pandora's Box
3	A Birthday Present, Nehru to his daughter
4	Listening Text
5	Dictionary

7th Std Second Language - English syllabus Grid

1	2	3	4	5	6	7	8	9
Unit No.	Theme	Text	English	Listen wel	Speak wel	Read and comprehension	Practise Respond	Gram Writi
1	Health	Healthy	Antonymms	Daily	Interviewing	Short Story	Diary entry	Actio

		Life The Gymnastic Clo		shedul				and Uncon nouns
2	Environment	Avoide Plastic Awareness	Suffixes		Word Chain Comparing idea	Studying Pictures	Slogans	Interr
3	Gratitude	Ekalavya Why God Made Teachers	Words related to archery	Listen and Fill up	Seeking information Pronunciation of words with silent letters	Reading a signboard	Filling a form Narration	Types sente
4	Bravery	Leg Trap Froth and Bubb	Crossword		Roleplay	Comprehending a passage	Newspaper report story writing	Past t Articl
5	Generosity	The Wonder Bowl Abou Ben Adhem	Antonyms Suffixes	Listen and answers	Discussion	Comprehending the texting	Rearranging jumbled words Rearranging sentences sequentially	Adjec Adve
6	Coua rge	Journey to the Top MOuntain Climbing	Describing words Prefixes	Listen and indentify	Describing persons	Comprehending the passage	Summing	Relati Prnou
7	Love for Grandparents	Nest with Grandparent	Kinship terms Crossword		Describing persons	Comprehending the text Reading picture	Describing persons	Prepo
8	Forgiveness	Wealth and Values The Quarre	Values Abstract nouns Hidden words		Seeking information Discussing Short sentences and phrases	Reading a play	Dialogue completion Framing Questions	Prese
1	Supplementary Reading							
2	The Never Ending Story							
3	Pandora`s Box							
	A Birthday Present-Nehru to his Daughter							

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UNIT- I HEALTHY LIFE

Pedro Pablo Sacristan

Before you read:

OUTLINE: Listening Text

A Morning Walk

Step 1: The teacher reads the outline relating to ‘A Morning Walk’.





Step 2: Look at the pictures and the outline. With the teacher's help prepare a passage and write it. You can start the paragraph like this.

I get up early in the morning. My friend Richard meets me. We go out for a walk.

Healthy Life -Pedro Pablo Sacristan

1. Many years ago, everyone was strong and healthy. They ate varieties of food and loved fruits and vegetables. They took daily exercises and enjoyed walking, running, playing and leaping about. The earth was the healthiest place you could imagine, and it was clear that both adults and children were full of joy and were in good moods.
2. All this made one of the witches furious. She suggested that all the witches should come together to prepare a potion. One who drinks

it would lose the desire to live. So, that night all the witches gathered in the forest.

They all needed to put all their energy to make the potion, which would have a powerful spell on people. During the collection of energy, one of the witches made a mistake in uttering the words. As a result, there was a big explosion. It was so big that it completely destroyed the forest.

Word Meaning

furious: very angry

potion: a liquid with healing, magical or poisonous properties

spell: a form of words or action used as a charm/ magical effect

Check your understanding

C1 Answer the following questions in a sentence each:

1. Which was the healthiest place that you could imagine?
 2. Who was furious?
 3. What made the potion go wrong?
 4. What happened after the explosion?
-
3. As a result, it turned all the witches into tiny creatures like germs. They were trapped in liquid in a small bottle which was lying in a swamp. One day a little boy found this bottle. Thinking it contained a nice new drink, he swallowed it fully. The germ-like

witches took advantage of this situation. Though they could not physically harm anyone, they learned to change the boy's likes and dislikes. In a few days a funny feeling started in the boy's mouth. He no longer wanted to eat vegetables, fruits and good food. All he wanted to do was to ask for pizza, burger and wait for them at home. He wasted his time waiting for food from hotels or restaurants and watching television, eating ice cream and chips.

Trap: a bad situation from which one cannot escape

Swamp: an area of soft wet land.

4. No longer did he enjoy fruits and vegetables. He did not feel like walking, running and playing with his friends. Eventually, he stopped going out of the house and was sitting or lying about. He started feeling ill. Before long he had no desire to do anything. The evil potion had worked! And the worst thing of all was that the witches had learnt to jump from one person to another like virus. They managed to turn the effect of the potion into one of the worst diseases- the disease of wasting life.

virus: an infective agent

vaccine: a treatment which makes the body resist an infection

sneeze: to expel air from the mouth and the nose forcibly/
involuntarily, ಸೀಸು

Check your understanding:

1. What happened to the witches after the explosion?

2. What did the boy do with the new drink?
3. How did the boy change after drinking the potion?
4. Mention the worst thing that the witches learnt to do?
5. It was a long while before, with the help of his microscope, Doctor Fitton-Healthy discovered that the little witches were causing this disease. There were no vaccines or cough mixtures to get rid of them. The doctor found out that the witches could not tolerate joy and good health. It turned out that the best cure was to make a strong effort to live a healthy, joyful and happy life. When a person became healthy, the witches had to leave that body as soon as they could, riding off on a sneeze!
6. From then on, the best remedy was neither pills nor injections, but just a little bit of effort to eat some fruits and vegetables, and to do some exercise. Whoever came to see Doctor Fitton Healthy and took his advice, ended up totally well, being cured of the wasting life disease.

Check your understanding:

1. Who discovered the witches?
2. What did the patients do before they went to Dr. Fitton- Healthy?
3. What was the advice of Dr. Fitton- Healthy?

Vocabulary:

V1. Fill in the blanks using suitable words from the words given in brackets:

One is done for you.

Mini ate a variety of food items and loved fruits and (vegetables).
(burgers/ vegetables)

1. The earth was the _____ place where adults and children enjoyed good life. (dirtiest/ healthiest)
2. One of the witches was _____ about people being healthy. (powerful/ furious)
3. There was a big _____ that destroyed the forest. (thunder/ explosion)
4. The witches were _____ in a small bottle. (trapped/ gathered)
5. There was no _____ to get rid of the witches. (mixture/ vaccine)
6. When a person became healthy the witches had to leave the body riding on a _____ (cough/ sneeze)

V2. Find fruits and vegetables from the word grid and shade them, using suitable colours. Compare your answers with those of your partner. One is done for you. (LIME)

[illegible]

G	E	C	A	N	P	O	R	A	N	G	E
R	A	H	R	A	E	N	H	T	Z	K	A
A	P	I	R	N	S	N	H	O	Z	O	N
N	P	L	O	A	T	O	M	A	T	O	S
A	L	L	T	B	R	I	N	J	A	L	U
T	E	Y	V	C	A	B	B	A	G	E	B
E	R	A	D	I	S	H	G	U	A	V	A

C2. Discuss with your partner and answer the following questions:

1. What made people strong and healthy in olden days?
2. How would the potion change the people?
3. Why were the witches not able to make the kind of magic potion they wanted to prepare?
4. Describe the change in the boy's attitude after he drank the potion.
5. What was Dr. Fitton-Healthy's best remedy?

C3. Discuss with your teacher and answer the following questions:

1. "The message the story gives is not only for children but also for the grown-ups". Do you agree?
2. With the help of paragraphs four and five describe the illness and the cure.

L-Listen well S-speak well:

L1 Listen and S1 Speak

Work in pairs and collect information about what your friends do and do not do:

Find out a few details about your friends.

“Do you dance?” Priya asked Sharath.

“No, I don’t” Sharath answered.

Then Sharath asked,

“Can you dance?”

“Yes, I can” answered priya.

“Does Altaf dance?” asked Sharath.

Priya answered, “No, he doesn't, but he sings well.”

“Do you _____

Now discuss with your partners. Interview your friends and write what your friends can do and cannot do. Put (Right mark) or (Wrong mark) against the column provided. One is done for you.

Some of the topics are:

Topics	Names	Right	Wrong
a. Swimming	Vani	Right	
b. Playing games			
c. Painting			
d. Clay modeling			
e. Telling stories			
f. Reading books			
g. Watching television			

Speak about what your friend can do and cannot do. You can start the conversation with-

Nirmal can swim, paint and tell stories. He can also play cricket.
What does Nidhi do?

L2. Time Game-Activity

Children stand in a circle. There is a list of phrases which the teacher reads out slowly. If the phrases indicate time, students clap their hands. If it does not indicate time, they don't clap. Those who make mistakes are not to clap any more.

List of Phrases

last week	at the back of	long ago
in front of	at the bottom of	this year
at the top of	next month	by the side of
this hour	every hour	on the banks of
late night	next year	to do it

S1. What changes do you need to bring in your food habits and hobbies after listening to your friends? Talk to your group and write a few points.

One is done for you.

stop watching TV/ play outside the house/ finish homework/ eat regularly- these are suggestions for Damu. _____

Language Work

G1. Read the paragraph.

One of the witches suggested that they should prepare a magic potion. They gathered all the energy they could put together to change the human beings. But they failed. So they waited for a very long time. They managed to get into the body of a boy in the form of liquid and caused a sort of illness.

The underlined words are action words.

(suggested, gathered, failed, waited, managed, caused)

Make sentences using the following words to form a meaningful paragraph. You can use the fifth paragraph for your reference.

1. discovered _____

2. found _____

3. prepared _____

4. cured _____

5. injected _____

G2. Match these opposite words:

One is done for you.

difficult × easy

1. day × disadvantage
2. more × short
3. advantage × waste
4. long × darkness
5. sad × less
6. save × night
7. light × happy

Writing practice:

W1. Each one of us has a different work pattern. Discuss your daily schedule with your partner and write about it.

- a. 6.00 A.M.: Wake up, brush my teeth
- b. 8.00 A.M.: _____
- c. 9.30 A.M.: _____
- d. 1.00 P.M.: _____
- e. 5.00 P.M.: _____
- f. 8.30 P.M.: _____
- g. 10.00 P.M.: _____

After writing, compare it with your partner's and find out what is common between you.

W2. More Food

Some food items can be eaten raw. Some others have to be cooked before they can be eaten. Put the different food items below in the correct balloons. One is done for you.

(Eggs, milk, beans, cucumber, tomatoes, mutton, chicken, mangoes, potatoes, dal, carrots, ladies' finger, rice, bananas, fish, cereals, oranges, onions, wheat, carrot)

can be eaten raw: tomato, _____

have to be cooked: _____

raw as well as cooked: _____

W3. Pick out good and bad food habits for living that you find in this lesson. One is done for you.

Healthy living	Unhealthy living
eating a variety of foods	refusing to eat vegetables
1.	a.
2.	b.
3.	c.

W4. Here is an application form for joining a health club. Fill it up.

1. Name:

2. Father's Name:

3. Mother's Name:
4. Date of Birth:
5. Age:
6. Gender:
7. Class:
8. Name of the School:
9. School Address:
10. Residential Address:

Place: _____

Date: _____

Signature with date _____

Language in use:

Singular is one, and Plural is more than one. Such nouns are called countable nouns. But the other kind of noun which has no plural form is called an uncountable noun.

G3 Nouns can typically be divided into two categories: COUNTABLE and UNCOUNTABLE nouns. Nouns that are countable (e.g. "one house," "two houses" or "one deer," "two deer" are called "countable nouns." The plural forms of these nouns are usually made by adding an s, -es, -ies and -ves to the singular forms.

Example:

Singular	Plural	Singular	Plural
Horse	Horses	Wolf	Wolves
Train	Trains	Class	Classes
Boy	Boys	Cry	Cries
Egg	Eggs	Knife	Knives

However, some countable nouns have irregular plural forms:

person	people
sheep	sheep
man	men
fish	fish
tooth	teeth

Uncountable nouns are things which cannot be counted by themselves because they are always treated as a group, volume, mass or

quantity. Some common mass nouns are:

Liquids- water, oil, gasoline

Materials- coal, steel, wood

Food- bread, fruit, butter

Ideas- love, knowledge, advice

In order to count mass nouns you must use “amount words.” Some examples are: a pound of bread, three baskets of fruit, four slices of bread, two litres of oil, a glass of water, a grain of sand, two pairs of eyeglasses.

During the collection of energy, one of the witches made a mistake in uttering the words.

In the sentence above, four nouns are underlined. ‘Energy’ is an uncountable noun; witches, mistake and words are countable nouns.

During famine rice, sugar and food became unaffordable.

Uncountable nouns are used in the sentence above.

G4 Look at the pictures and write whether they are countable or uncountable, in the space provided:



Countable nouns are formed in different ways. The table below gives a few examples.

by adding 's'	by adding 'es'
snake - snakes	mango - mangoes
dog - dogs	witch - witches
fruit - fruits	box - boxes
vegetable - vegetables	Hero - heroes
friend - friends	potato - potatoes
pizza - pizzas	bus - buses
burger - burgers	gas - gases

Plurals are formed when the word changes with

ves	ies
Wolf- wolves	family- families
Leaf- leaves	baby- babies
Shelf- shelves	country- countries
Self- selves	

Some words have irregular plurals

deer- deer

child- children

man- men

woman- women

foot- feet

mouse- mice

CREATED BY JUTOH - PLEASE REGISTER TO REMOVE THIS LINE

Poem THE GYMNASTIC CLOCK

Before you read:

The Spider Game

I. Listen to the piece of text that your teacher reads out to you.

II.Fill in the blanks with the words you have heard:

The little spider

Crawled down the wall

By using its _____

So it wouldn't _____

It crawled to the bottom

And back up again

Then thought to himself

What a _____

So he called his _____

To join the game

And they played all day

Till night-time _____

And when they had finished

They went off to _____

And left all the wall

Covered over in _____

How many words do you remember?

Observe the rhyming words.

The Gymnastic Clock –M.C. Davies

The little clock is friends with me,

It talks as plain as plain can be,

And says, each morning as it rises,

“Now, don’t forget your exercises!

Both hands above your head, you know!

Then lower them very slowly, so;

Ho, don’t get tired and stop, that way!

I exercise like this, all day!”

Right in its face then, I say, “Pooh!

I wouldn’t boast of it, like you,

But I can swing

my arms round, too!”

And so the clock then looks at me,

And I look back, and I and he

Each single morning, when we rise,

Just exercise and exercise!

Excercise

C1. Answer the following questions in one or two sentences each:

1. Name the two characters in the poem.
2. What does the clock tell the speaker each morning?
3. Does the clock stop its exercise any time?
4. What similarity do the speaker and the clock share?

C2. Complete the following:

Make a list of the words that are repeated in the poem.

1. plain
2. _____
3. _____
4. _____

C3. Read the poem again and answer the following:

1. **“I exercise like this, all day!”**

- a. Who is referred to as ‘I’?
- b. What is the exercise?
- c. When does it do it?

2. **“Pooh! I wouldn’t boast of it like you”**

- a. Who is referred to as ‘you’?
- b. What is he boasting about?
- c. Is there a competition between the one who says this line and the clock?

Know more about the poem:

Study the words given below and pick out rhyming words from the poem:

One is done for you.

Me	be
rises	
know	
you	

way	
-----	--

Personification:

When you make a thing, an idea, or an animal do something that only human beings can do.

Example, “Wind yells while blowing.”

This is an example of personification because wind cannot yell. Only a human being can yell.

1. Identify two examples for personification in the poem.

Know about the poet

As the picture of the poet is not available, her signature copy is given. Mary Carolyn Davies was born and educated in California. In 1918 she published “The Drums in Our Street”, a book of war poems, and in 1919 brought out a collection of her poems under the title, “Youth Riding”. Miss Davies has also written several one-act plays, one of which, “The Slave with Two Faces”, has had successful presentation.

Look at the signature of the poet. What does 10/ 17/ 21 mean? Discuss with your partner about the difference between the American and the British methods of writing the date.

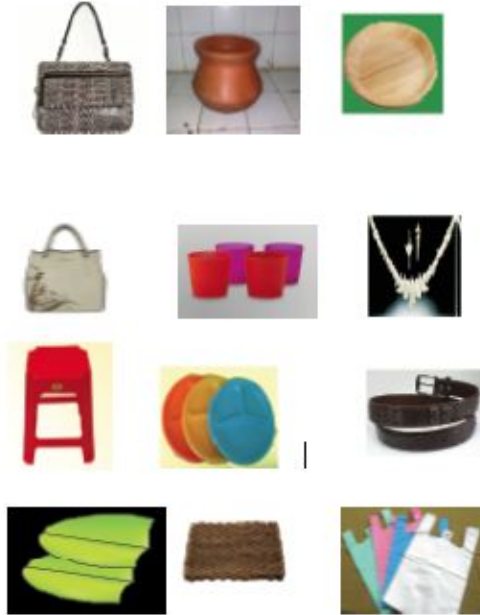
You have to grow from the inside out. None can teach you, none can make you spiritual. There is no other teacher but your own soul.

Swami Vivekananda

Unit-2 AVOID PLASTICS

Before you read:

- I. **Observe the pictures given below and draw a circle around the picture you would like to choose and say why you have chosen it.**



- II. **Clay pots have been in use for centuries. Discuss how they are made. Write what else can be made with clay. _____**
- III. **Jute bags (ಸಣಬಿನ ಬೇಲ) are more in demand now in comparison with cloth bags. Discuss the reasons.**

AVOID PLASTICS

“It is time to say no to plastic”

1. Plastic is not a strange product to anyone. It's everywhere in the present world and it has become a part of our life. Alexander Parkes created the first man-made plastic. He demonstrated it in an International Exhibition in London. He named it as Parkesine.

C1. Check your understanding:

Answer the following questions:

1. Who invented plastic?
2. What did he name it?
2. The common and wide use of plastic is mainly because it is inexpensive, it is long-lasting and it is easy to make. This substance can be moulded into any form by heating and it can be retained in that particular form when cooled. It can be made into thin and light material which is now widely used to make hard and disposable carry bags or packing materials.

mould: give a shape to, ರೂಪ ನೀಡುವುದು

disposable: meant to be used once and thrown

3. These qualities cause threat to the environment. As it is cheap and easily available, people dispose plastic everywhere. Plastic stays on the earth's surface for many centuries as it is long-lasting and is impossible to decompose.

nonbiodegradable- not capable of being decomposed

enormous- very large, huge

hazards- risky, dangerous

migration- move from one place to another

It ultimately causes enormous environmental hazards. Due to migration, plastic pollution is highly concentrated in big cities. When these are thrown after use, they remain in the soil in the same form as they are non-biodegradable.

Check your understanding

1. Why do people dispose plastic everywhere?
2. Give reason for plastic pollution.

3. Where is plastic pollution seen more?
4. Where does the plastic so disposed remain?
4. Plastic causes serious damage to the environment at every stage of its production or even in its disposal. To reduce the risks involved in plastic, the usage should be minimized which can result in production. The chemical that is used in the production of plastics is toxic and can cause serious damage to all living beings.

Even recycling of plastic causes problems. The worst thing is that recycling degrades the quality of plastic and demands the production of more plastic to make an original product. A single plastic sheet can take about thousand years to rot. It also has bad impact on the food chain. Plastic is one of the causes for global warming.

toxic- poisonous

recycling- convert waste to reusable material

global warming- the increase in temperature of earth's atmosphere

Check your understanding

1. How does plastic cause pollution at every stage of its production?
2. How long can plastic take to decompose?
3. How does it have a bad impact on the earth?
5. Rivers have become the main dumping ground for plastics which pollute water, marine life and also the air that we breathe. Many are being profited by plastic. Those who get profit from plastics are trying to dispute the harm that it causes. You can't completely stop the use of plastic but can definitely minimize its production. For a healthy future, the use of plastic should be minimized at any cost.

marine- found in sea

Vocabulary:

V1. Read the following passage:

People are foolish to use plastic extensively. Some people think that the argument against the use of plastic is meaningless. Only when people come to know about its threats,

it will be a remarkable achievement. This awareness ness has to be created.

Suffix:

Look at the syllables underlined in the paragraph above. The addition of a syllable at the end of a word is called a suffix. Here suffixes are used to change words into adjectives or nouns. Suffixes like -able, -less, -some, -ous, -ful etc., are used to make the words adjectives. Use the words in the cloud to make your own words with suffixes.

One is done for you.

comfort- comfortable

(aware, care, regard, comfort, trouble, glory, sport)

-able _____

-less _____

-ous _____

-some _____

-ive _____

-ful _____

-ness _____

Read and respond

Make a resolution by taking this oath. (Let all students say it aloud after the teacher)

ENVIRONMENT CHARTER

I, _____, solemnly promise to work hard, achieve and maintain beauty in my surroundings. With all efforts, with all courage, by this pledge, with great determination, I dedicate myself to make this place a better one to live in.

C2. Answer each of the following questions in two or three sentences:

1. Why is plastic widely used today?

2. How does plastic cause environmental hazards?
3. What are the problems caused by recycling plastic?

C3. Discuss with your friends and compare your ideas with theirs about what should be used instead of plastic.

G. Language in use:

Read the questions.

1. Who are you?
2. Why are you laughing?
3. Which pen do you want?
4. When do you get up?
5. How tall are you?

There are some question words in the English language which begin with the letters “wh”, except the word “how”. They are used for asking questions. They are also called interrogatives. Some of them are listed below:

why, which, when, where, what, who, whom and how

G1. Fill in the blanks with suitable question words:

One is done for you.

Why is plastic pollution concentrated in big cities?

1. _____ did the train leave?
2. _____ do you want from me?
3. _____ of the roads is shorter?
4. _____ will you reach there?

5. _____ did you come? (by bus or by train?)

6. _____ is your sister crying so loudly?

G2. Some action words can be changed into noun forms.

The word ‘furnish’, a verb, becomes ‘furniture’ when it is used as a noun. In the same way, ‘add’ becomes ‘addition’.

A. Find out the noun forms of the words given below. Use a dictionary if necessary: One is done for you.

1. born- birth

2. marry- _____

3. graduate- _____

4. high- _____

5. impress- _____

6. inspire- _____

7. perform- _____

B. Now fill in the blanks with the suitable noun forms mentioned above: One is done for you.

The birth of a girl child made everybody happy in the family. After she grew up, her _____ was arranged with a boy, who had a _____ in computer science. He had reached a very great _____ in his career. His friends had a good _____ about him. His _____ was his grandfather whose _____ as a scientist was recognized by the Government.

Writing Practice:

W1.

A. Positive attitude brings strength and energy.

- B. 'Think positive and be optimistic about earth'. Discuss these statements and write four sentences about them in your notebook.

W2. Write a few slogans to save Mother Earth. (English/ Kannada) One is done for you.

Petrol saved is petrol conserved.

ಮರದ ಹಸಿರು ನಮ್ಮ ಉಸಿರು

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Dictionary work:

D1. Rearrange the words in alphabetical order as you find them in the dictionary: One is done for you.

Agony, exchange, discover, knock, inlet

agony, discover, exchange, inlet, knock.

1. plastic, cheap, mould, dispose, hazard.

2. decompose, enormous, reduce, damage, marine.

3. create, degrade, compel, abolish, cause.

4. retain, reduce, remain, recycle, river.

5. product, present, pollute, problem, profit.

Read more: Read books on the causes and effects of water, air, soil and noise pollution.

Project work:

Put these questions to your neighbours and write Yes and No in the space provided.

A Green Survey

Questions	Name 1	1 Name	Name 2	Name 3	Name 4
1. Do you reuse old newspapers, boxes, etc.?					
2. Do you plant trees in your neighbourhood or at school?					
3. Do you ask your friends and parents not to use plastic bags?					
4. Do you use the unused pages of your notebooks when you go to the next class?					
5. Do you close taps properly in your house?					

6. Do you tell people to be kind to animals?					
7. Do you switch off lights and fans room?					
8. When you visit a zoo, do you tell people not to tease the animals?					

Speak well

S1. Pair work: Students make a word chain of nouns. Each noun should begin with the last letter of the previous word. Write some of them.

Ice-cream, music, cupboard _____

S2. Work in pairs: Look at the words below for three minutes. Now close your book and see how many you can recall.

(some milk, many computers, less work, a lot of dust, an egg, a few chairs, some news, more money, some wasps, little furniture, some luggage, a lake, more fruits, a table, more play, all girls)

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Poem AWARENESS

Before you read:

I. We celebrate World Water Day on March 22nd. In the same way, what do we celebrate on these days?

i. February 4th _____

ii. April 22nd _____

iii. December 3rd _____

1. Why do we celebrate these days?

2. Is there any need for the celebration? Give two reasons to support your answer.

II. Study the pictures given below and write two sentences about global warming in your notebook:





Please take help from your teacher

AWARENESS -Sylvia Stults

Broken bottles and charred pieces of glass
Wadded up newspapers tossed on the grass
Pouring of concrete and tearing out trees
This is the environment that surrounds me? 4



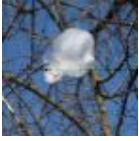
Poisons and insecticides sprayed on our food
Oceans filling with thick oil crude
All sea life destined to a slow awful doom
These are the things we are to consume? 8



Mills pumping out iron expelling yellow fumes
Airlines emitting caustic gases from fuels
Weapons of destruction tested at desolate sites
And this is the air that's to sustain life? 12



There has to be something that someone can do
Like raise the awareness to those around you
That if we don't heed the problem at hand
It's your life that's at stake - the destruction of man. 16



Glossary:

charred: half-burnt

wadded: papers bundled together

toss: throw carelessly

insecticides: chemical used to kill insects/ ಕ್ರಿಮಿನಾಶಕಗಳು

crude: not refined

destined: determined earlier

awful doom: great destruction

fume: a gas or vapour that smells strongly

emitting: giving out

desolate: empty/ lonely

caustic: burning by chemical action

awareness: having knowledge of

heed: pay careful attention

stake: put at risk

Exercise

C1 Answer the following questions in one sentence each:

1. Name the things that are tossed on the grass.
2. What are sprayed on our food?
3. What pollution is mentioned in the third stanza?
4. What risk are we taking by staying in such a world?

C2 Answer the following after discussing with your group/ partner:

1. What damage to nature is discussed in the first stanza?
2. How is our food contaminated?
3. Describe the way the air is being polluted.

4. In what way can we solve these problems?

C3 Answer the following after discussing in groups:

1. What message does the poem give?
2. Write at least five environmental awareness statements displayed in public places.

Learn more about the poem:

1. Read the following:

broken bottles, thick oil

Here, the expressions ‘broken’ and ‘thick’ tell us about the existence of some qualities of bottles and oil respectively. There are a few more ‘qualifying words’ in the poem. Pick them up and write in the space provided.

a. _____

b. _____

c. _____

d. _____

- b. How many trees are there in your school? Count them and try to know their names. Discuss the different uses of the trees.
- c. Form an environmental club:

- a. Plant a sapling in your school. Give it a name. Take care of it as you take care of a friend.
 - b. Give awareness to the young ones in your school about:
 - i. re-use of water, rain water harvesting.
 - ii. avoiding the use of plastic.
 - iii. separating biodegradable waste from nonbiodegradable waste before dumping it into the dust bin.
4. Think of a world without plants. Discuss the problems you face as a student if all the plants on the earth die.

Read and enjoy.

I WAS DREAMING!

It was beautiful!!

It was green and clean

The smell of fresh air

The sound of the river flowing

I love everything happening there

I pinched myself to see if it was real

That was when I realized I was dreaming

Couldn't it be real?

Now all wasted

The color is just awful

The smell of pollution is killing me

The sound of traffic is giving me a headache

I wanted my perfect dream to come through

But again, I was dreaming! -Surega Rajan

color: American spelling for the word “colour”

Unit-3 EKALAVYA

Before you read:

The Teacher

Murillo was a Spanish artist. He found some of his students sketches that were great. They were done during the night and he was unable to find out who had painted them. One morning, he found his pupils standing in a group before a beautiful painting of the Blessed Virgin. They seemed to be lost in surprise and wonder. He asked them who had painted it. Each one said 'Not me'. After admiring it, he said, "He who has done this will one day be the master of us all". Finally Murillo found out that his young slave Sebastian had painted the picture. Murillo asked him who his master was! Sebastian replied that Murillo was his master! Murillo in a shock told him that he had not taught him. Sebastian said that when Murillo taught others he had overheard him and practiced on his own. Murillo was greatly impressed. He released Sebastian and his father from slavery.



1. "He who has done this, will one day be master of us all"- in this sentence
 - a. 'he' refers to _____
 - b. 'this' refers to _____

c. 'us' refers to _____

2. Choose the correct answer:

A. The passage is mainly about

- a. the Blessed Virgin
- b. Sebastian
- c. Murillo
- d. father

B. Sebastian was Murillo's

- a. student
- b. slave
- c. friend
- d. master

C. The way Sebastian learnt his art secretly is similar to the story of _____ in the Mahabharata.

- a. Arjuna
- b. Drona
- c. Ekalavya
- d. fawns

EKALAVYA

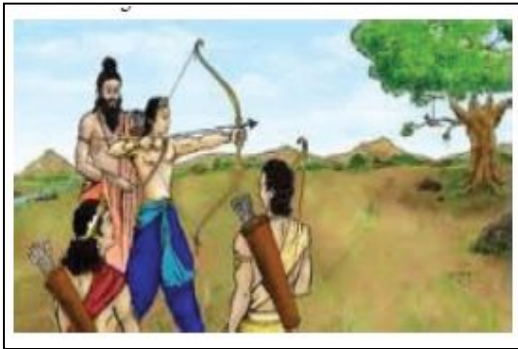
Scene -I

Dronacharya's ashram

(Drona is standing under a tree surrounded by the Pandava and the Kaurava princes)

Drona: I am very glad, my dear boys. You have learnt all the tricks of archery that I taught. Practise them well. 1

Arjuna: But we know only to aim at an object seen at a distance. You have not yet taught us the art of shooting at an unseen object. 2



Drona: Yes, Shabdavedhi, it is the most skilful trick in archery- aiming at an object merely by the sound. You shall learn it by and by... But who comes here? 3

(A boy enters and bows to Drona)

The boy: Great Acharya, Ekalavya, the son of Hiranya dhanus, prostrates before you. 4

Drona: Long live, boy! Hiranya Dhanus? Is he not the hunter chief of the southern forest? 5

Ekalavya: Yes, Acharya. But he is no more. 6

Drona: Oh, what a pity! He was a bold hunter. Indeed you look equally bold! What brings you here, my boy? 7

Ekalavya: Wolves have increased in my forest and the fawns have no safety. I cannot bear to see the poor animals troubled by the greedy wolves. I must learn archery in order to protect the fawns in the surroundings. So, I have come to you, great Acharya, Please take me as one of your pupils. 8

Drona: Your thought is indeed noble. 9

Arjuna: Noble indeed! But Acharya, he is not a prince. How can you have him as your pupil? 10

Drona: That is true. But I am sure he will prove a worthy pupil. 11

Ekalavya: Acharya, teach me archery just enough to save my dear fawns. Take pity on the poor animals. 12

Drona- The archery teacher for both the Pandava and the Kaurava princes

Prostrate (ಸಾಷ್ಟಾಂಗ ನಮಸ್ಕಾರ)- lie flat on the ground before a person to show respect

fawn- young deer

Check your understanding

C1. Answer the following questions in a word, a phrase or a sentence each:

1. Who was Ekalavya?
2. Where did he go to learn archery?
3. Why did he want to learn archery?

Drona: My vow binds me my boy. I cannot take as my pupil anyone other than a Kshatriya or a Brahmin. But my blessings go with you. May you prosper! 13

Ekalavya: Great Acharya, keep your vow. Your blessings shall be my guide and shall help me to reach my goal. You are my guru, though I may be far away from you. I will learn archery with your blessings. 14

(Ekalavya prostrates and goes out)

Vow- promise

Scene-II

Forest Scene

Two years later.

Drona's idol decorated with flowers on a platform under a tree. Ekalavya bowing before the idol and some deer grazing peacefully at a distance.



Ekalavya: (addressing the idol) Great Acharya. How kind you are! You have taught me archery well within these two years. What good luck is mine to have you as my guru! I have achieved my goal. My dear fawns are now free

from trouble. (Looking at the deer in the distance). How peacefully they are grazing! 15

Ekalavya: (Hears the barking sound of dogs at a distance). Ha! This is not the howl of wolves. The sound is coming nearer! (The deer lift up their heads in fear and run to him). Have no fear, my dear animals! No dog or wolf shall disturb your peace as long as I live. (He shoots arrows in the direction of the barking. The sound stops). Oh! Quite a big party of hunters! How wicked they are to set their dogs against the innocent animals of the forest! Oh, what do I see! My guru with his pupils! 16

(Enter Drona with Arjuna and other princes and a dog with arrows in its mouth. The poor dog whines helplessly. Ekalavya prostrates before Drona).

Ekalavya: Acharya, Ekalavya, the son of Hiranya dhanus, pays his respects to you. 17



Drona: Arise, my boy! God bless you! What a skill you have gained in archery in this short period! Your teacher must indeed be a great one. 18

Arjuna: Really! This boy has mastered the art of shooting arrows by detecting the source of sound. 19

Howl- sound made by a wolf

Wicked- evil, morally wrong

Ekalavya: It is all the result of your blessings, great acharya. I learnt all the tricks of archery under your kind guidance. How kind of you to visit this poor abode of your humble pupil. 20

Arjuna: Acharya! You promised to make me the greatest archer in the world. But here is a boy who excels me and he says you are his guru! 21

Drona: Arjuna, you know I have been with you always. It is the devotion of this boy that has made him a good bowman. 22

Check your understanding

1. Why did Ekalavya shoot arrows at the approaching noise?
2. Pick out the line in which Drona praises the teacher of Ekalavya.
3. What made Drona appreciate Ekalavya's skill?
4. How, according to Drona, did Ekalavya become a good archer?

Arjuna: Whatever it may be, Acharya you have not kept your word. 23

Drona: Ekalavya, if you claim that I am your teacher, you will have to give me a Gurudakshina. 24

Arjuna: Acharya, so was it really you? You have not kept your promise!
25

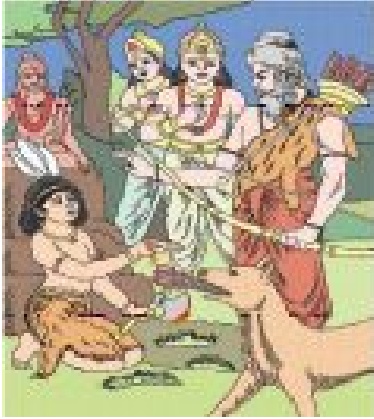
Drona: Dear Ekalavya, if you say that I am your teacher, I deserve Gurudakshina. Can you give your right thumb as gurudakshina? 26

Whine- cry with pain

Abode- a house or home

Humble- modest

Devotion- deep love and respect



Ekalavya: Do not accuse the great Acharya, Oh, prince! I cannot bear it. His promise to you shall be kept. (Goes to the idol, bows before it, takes his knife from his belt, cuts off his right thumb, puts it at the feet of the idol, takes it again and comes back to Dronacharya). My noble master, here is my gurudakshina. I request you to accept it and bless me. This forest is now free from wolves and other cruel beasts and my dear fawns are safe. I have no more need of my bow. (Turning to Arjuna) Prince, you are now the greatest archer as you will not have a competitor in me. The Acharya's promise to you is fulfilled. 27

Drona: What a noble Soul! God bless you my dear boy! 28

Vocabulary

V1. Read the following sentence:

The girls in the class were (quiet) while the boys were (noisy).

The Bracket words are opposites.

V1. Match the words in list 'A' with their opposites in list 'B' One is done for you.

increase × decrease

A	B
1. increase	a. kind
2. worthy	b. loss
3. gain	c. decrease
4. humble	d. unworthy
5. cruel	e. short
6. long	f. poor
7. rich	g. proud

V2. Study the following sentence:

I must learn archery in order to protect the fawns in our surroundings.
(surround) In this sentence, the word 'surrounding' is the noun form of the verb 'surround'.

Fill in the blanks with suitable noun forms:

Use a dictionary if needed.

One is done for you.

Is there any _____ (mean) in what you are saying?

Is there any (meaning) in what you are saying?

1. Children's _____ (choose) is playing cricket.

2. The _____ (teach) of Krishna is found in the Bhagavad Geetha.

3. Don't take hasty _____. (decide)
4. The teacher's _____ (correct) in my homework helped me to score better than Peter.
5. I will be happy to have you as my _____. (teach)
6. Narayan was considered the best boy for his _____ (intelligent) in solving the problem.

Now complete the following paragraph using the words given below:

Belling the Cat

The mice in the grocer's shop ate plenty of grains and he had to suffer a great _____ (lose). So, he bought a cat for the _____ (detect) of the mice's hiding place. During the _____ (meet) of the mice, one of them said that the cat's _____ (move) was soft and swift. So, there was a need for _____ (bell) the cat. All the mice agreed that it was a good _____ (decide). Someone asked, "Who will bell the cat?" No answer came. As yet, the decision has not seen _____ (execute). (movement, detection, meeting, loss, execution, belling, decision)

C2. Answer each of the following questions and compare your answers with those of your partner:

1. Why did Drona refuse to teach archery to Ekalavya?
2. How did Ekalavya learn archery?
3. What made Drona appreciate Ekalavya's skill?

4. How, according to Drona, did Ekalavya become a good archer?

C3. Answer the following questions after discussing with the other groups in the class:

1. Is it the duty of a student to protect the honour of the teacher?
2. Narrate briefly the circumstances that made Ekalavya offer his right thumb as gurudakshina to Drona.
3. Discuss with your partner/ teacher about Ekalavya's gurudakshina.

G. Language work

Read the following sentences and see what kind of sentences they are:

- a. The moon goes round the earth. (Assertive/ Declarative)
- b. Do you know his phone number? (Interrogative)
- c. How lucky you are! (Exclamatory)
- d. Switch off the TV. (Imperative)
- e. Get me some water please. (Imperative)

There are mainly four kinds of sentences. They are:

- a. Assertive/ Declarative which states a fact and ends with a full stop.
- b. Interrogative a question which ends with question mark.

- c. Exclamatory expresses surprise, wonder or pity and ends with an exclamatory mark.
- d. Imperative expresses commands or requests and ends with a full stop.

G1. Look at these sentences. They have no punctuation marks at the end. Put the punctuation marks and classify the sentences. Write assertive, interrogative, exclamatory or imperative in the blanks given. One is done for you.

- 1. Can you ride a motorbike?- Interrogative
- 2. Open the window- _____
- 3. Sugar is bad for your teeth- _____
- 4. Please be quiet- _____
- 5. How hot it is- _____
- 6. We went to Shirdi last month- _____
- 7. What a rude man he is- _____
- 8. What are you doing there- _____
- 9. Don't speak to me like that again- _____
- 10. How quickly the holiday has passed- _____
- 11. Shall I help you with your shopping- _____
- 12. The flight for Mumbai takes off at 11.30 p.m.- _____

13. Ekalavya went to the forest- _____
14. How happy he was to see Drona- _____
15. Get out of the way, my boy- _____
16. Clean the blackboard, please- _____

Pronunciation

P1 A. Each word in this list contains a silent letter. Underline the silent letter in each word. Practised saying the words aloud. One is done for you. Ex:
(k) n i f e

K n i f e, w r i s t, c l i m b, d e b t, w r i t e

c o m b, k n o c k, t o m b, k n i t, w r e c k

d o u b t, k n o b, w r o n g, w r i g g l e

P1 B. Now put each word in the right column in this table.

Silent 'b'	Silent 'k'	Silent 'w'

Writing Practice

Pair Work

W1. A friend of yours wants to apply for a bus pass and wants you to fill the form for him. What questions will you ask him to get the information needed?

Student's Bus Pass

Name: _____ Photo

Age: _____

Date of birth: _____

Father's name: _____

Residential address: _____

Name of the school and address: _____

Starting point of journey _____ Destination _____

Bus route No.: _____

Signature of the student _____

Headmaster's signature with seal _____

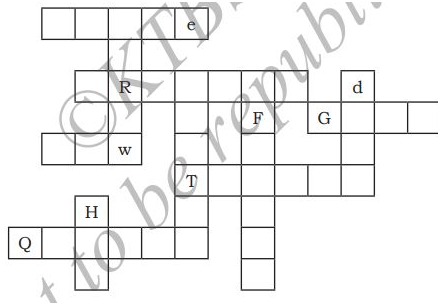
Ask your friend, and fill in the form.

How many grammatical and spelling and factual mistakes can you spot in these signboards? Correct and rewrite them.

W3. Word Puzzle

Try if you can shoot the '11' archery words into position in the puzzle given below. (Please take help from your teacher)

(bow, quiver, forest, hit ,chase, hunter , game, dart ,arrow, archery, target)



Imagine that you are Ekalavya. Narrate your version of the story.

Further reading

1. Epic Characters of Mahabharatha Prof. Mudambadthaya
2. Read the story of Ekalavya Shanta Rameshwar Rao

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POEM WHY GOD MADE TEACHERS

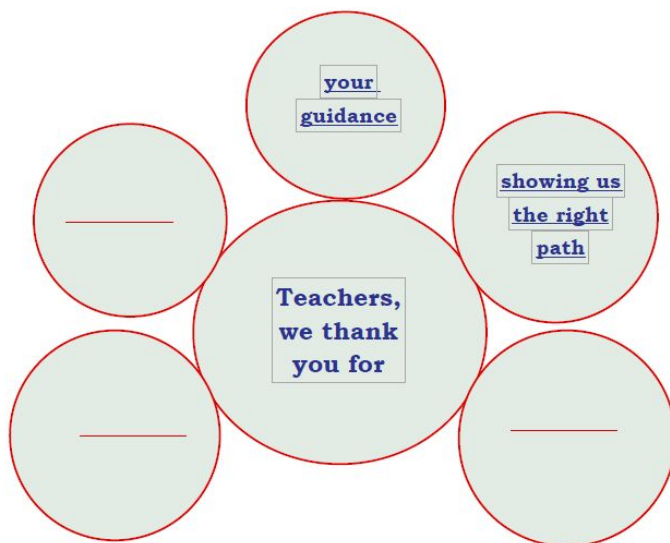
Before you read:

Consider the statements given below and discuss in the class with your partner and the teacher.

Each one of you can directly speak, with the assistance of your teacher.

1. Teachers remain guiding stars throughout our lives.
2. They show us the right path.
3. They help us understand the world around us.
4. They teach us to appreciate nature and all living beings.
5. They help us to develop respect for others.

Now complete the circles.



Teachers, we thank you for _____

Your guidance _____

showing us the right path _____

WHY GOD MADE TEACHERS -Kevin William Huff

When God created teachers,
He gave us special friends
To help us understand His world
And truly comprehend 4
The beauty and the wonder
Of everything we see,
And become a better person
With each discovery. 8

When God created teachers,
He gave us special guides
To show us ways in which to grow
So we can all decide 12

How to live and how to do
What's right instead of wrong,
To lead us so that we can lead
And learn how to be strong. 16

Why God created teachers,
In His wisdom and His grace,
Was to help us learn to make our world
A better, wiser place.

Glossary:

comprehend: to understand something that is complicated or difficult

wonder: something that causes surprise or amazement

discovery: a fact or thing that someone learns or finds out for the first time

wisdom: good sense and judgment, knowledge

grace: The kindness that God shows to the human race.

Check your understanding:

C1. Answer the following in a word, a phrase or a sentence each:

1. Whom does the word 'His' refer to in the poem? Why does it begin with a capital 'H'?
2. What do we become after discovering the beauty and wonder of this world?
3. What quality would we develop when teachers guide us?

4. What should we do for our world with the help of our teachers?

C2. Discuss in your group and answer in a sentence or two each:

1. How do teachers help us by becoming our special friends?
2. How does God want teachers to guide us?

C3. Discuss the following statement in the class:

The guidance of the teachers has helped us so far. Remember an event when your teacher has helped you even outside your classroom. Now, write a few lines about that incident.

Read and enjoy:

To Laugh Often and Much

To win the respect of the intelligent people
and the affection of children;

To earn the appreciation of honest critics
and endure the betrayal of false friends;

To appreciate beauty,
To find the best in others,

To leave the world a bit better,
whether by a healthy child,

a garden patch or a redeemed social condition;

To know even one life has breathed easier
because you have lived.

This is to have succeeded.

Ralph Waldo Emerson

UNIT-4 LEG TRAP

Before you read:

Read this story:

1. Ask your friends who they admire and what they want to become when they grow up. Then fill in this table.

No.	Name of your friend	person he admires	wants to become when he grows up
1			
2			
3			

2. Amar is my friend. We walk together to school. We pass by a pond on our way. One evening when we were returning home from school, we saw a baby drowning in the pond. Suddenly Amar jumped into the water and saved the baby.

- a. What does this show about Amar?
- b. What would you have done if you had been in that situation?

- c. Write about a brave act of someone known to you in about two to four sentences.
- d. You can also start your narration with the sentence.

The boy was _____

LEG TRAP -Manorama Jafa



1. Dhira was a shoeshine boy. He lost his father when he was very young and lived with his mother and sister. He was a hard working boy. After school, he would sit near a cinema hall and polish shoes for a living.

Check your understanding.

C1. Answer the following in a word, a phrase or a sentence each:

1. What is the name of the shoeshine boy?
 2. Who was he living with?
 3. Where did he sit to earn a living?
2. One day it was very hot. Dhira sat under a tree counting his day's earnings and humming a popular tune when he overheard a passerby say, "A thief has just robbed and escaped from the

jewellery shop.” Dhira stopped counting. He quickly put his money back in his pocket and asked the passer by, “When? Where?” “Just now. He stole a gold necklace and managed to run away. They say he has a beard”. So saying the passer-by went on his way.

Check your understanding.

1. What was Dhira doing when he was humming a tune?
2. What made him stop it?
3. The passer by gave Dhira three pieces of news. They were
 - a. _____
 - b. _____
 - c. _____
3. Dhira was about to go towards the jewellery shop to find out more details when a customer came to him. “Boy, polish my shoes nicely. There’s no hurry.” he said, looking at his wristwatch. The customer was wearing a pink shirt and a red tie. He looked like a rich man.
4. Dhira sat down immediately to polish his shoes, though his mind was still on the theft. The man first put his left foot on the stand. With his yellow cloth, Dhira dusted the shoe quickly. Then he opened a tin, took out some polish and smeared it on the shoe with his brush and started shining the shoe.

Check your understanding.

1. Who stopped Dhira from going to the shop?
2. The stranger asked Dhira to do his work slowly as he had a lot of _____ .
3. What made the man look like a rich man?

Glossary

temper- anger

glance- a quick look

hum- sing with closed lips

theft- stealing

5. Through the corner of his eye, Dhira saw two policemen approaching. He was eager to ask them about the theft, but the customer seemed to have lost his temper. “You, silly boy! You’re not doing your job well,” he cried glancing quickly at the policemen. “Polish my shoes, till they shine. There are still five more minutes for the show to be over.”

Check your understanding.

1. Which sentence in paragraph 5 shows the impatience of the customer?
2. How long did the customer ask Dhira to polish his shoes?
6. Dhira was disturbed. “He must be an influential man. He may even complain about me to the policemen”, he thought. So he concentrated his attention on polishing the shoe. As soon as he was done with the left shoe, Dhira said, “The other shoe, sir.” The man put his other foot on the stand, “Hurry up, fellow; there are only two more minutes for the show to begin.”

7. “Funny!” Dhira said to himself. “A moment ago he was in no hurry, but now he is in a great hurry.” Dhira dusted the shoe quickly and applied some polish to it. As he was about to shine it with the cloth, he found something sticking out of it at the back. “What can it be?” Dhira wondered. He bent his head to take a closer look. “My goodness!”

Glossary

fumble: search about awkwardly

yell: shout, cry shrilly

wallet: a small folding case for carrying money and credit cards

concentrate- to give all your attention to something.

8. “That’ll do boy. It’s time,” the man said, taking his foot off the stand. Dhira continued to shine the shoe with the cloth, while the man fumbled in his wallet for change.
9. The boy quickly tied the ends of the laces of the two shoes and got up without taking the coin the man held out and rushed to the policemen. He could hear the man yelling, “Hey, I’ll get you! But what’s happening?”
10. The man fell flat on his face when he tried to walk. While he was struggling to get up, Dhira was back with the two policemen. They caught hold of him.
11. Yes, he was the jewel thief!

12. The gold necklace was found in his shoe and his 'beard' in his pocket. He was taken to the police station.

Check your understanding.

1. What did Dhira find in the shoes?
 2. Where was the 'beard' of the thief?
 3. How did Dhira make the thief fall?
13. Of course, Dhira was praised for his presence of mind. He was also rewarded by the police and by the jeweller. His school, too, honoured him with a medal for his bravery.

Vocabulary

V1. Complete the story using the words given in brackets. One is done for you.

Two women who were on their morning walk, were _____ by two friends riding on a scooter. The women had heard of the frequent _____ in the area. Fearing that the riders would snatch their neck chains, they immediately (shouted) for help. One of them _____ in her purse to get the mobile. But the men lost their _____ and told them that they were searching for an address. When the women _____ at the address they realized that it was their own. (fumbled, glanced, temper, stopped, thefts, shouted)

C2. Answer in two or three sentences each:

1. What do you understand from Dhira's story?

2. Describe the customer who approached Dhira.
3. How did Dhira polish the customer's shoes?
4. Why did Dhira concentrate on polishing?
5. How was Dhira rewarded and honoured for his bravery?

C3. Discuss with your partner and answer.

1. Is Dhira's attempt to trap the thief the best one? Give reasons for your answer.
2. How did Dhira help the police to catch the thief?
3. Do you agree that it takes courage to do the right thing? Discuss keeping Dhira as an example.

C4. Project work

1. How do you help your parents after or before school hours? Tell your partner sitting next to you.
 2. Discuss in the class and know more about courage.
-
1. Every year on children's day many children receive bravery awards for the courage they have shown in some particular situation and saved somebody's life. Collect information about those children and read it in your class.

2. Make it a habit to read English newspaper every day. Cut interesting news items you like and make an album.

Grammar in use:

G. Read the following sentence:

My brother went to the market to buy an umbrella from a shop. The underlined words are articles. Article 'a' is used before a word beginning with consonant letters/ sounds like c, s, t etc. Example: a car, a flower, a saint, a trick.

Article 'an' is used before a word beginning with a vowel sound. Some consonant letters also give vowel sounds. Example: an eye, an apple, an honest person, an MLA.

Article 'the' is used before an already mentioned noun, with the superlative degree and with common names which are unique. Example: the Earth, the Quran, The Times of India, the Himalayas, The United States of America.

G1. A. Fill in the blanks with 'a', 'an', 'the'

One is done for you.

There was 'a' marriage in our village last week. _____
Bridegroom and his friends went around _____ village in _____ old
cart drawn by _____ old horse. _____ cart fell into _____ ditch. We
managed to pull _____ people out. _____ bridegroom was hurt but
_____ others were unhurt. _____ bridegroom went through _____
wedding with _____ bandage on his forehead.

B. Fill in the blanks with suitable articles:

Once there was _____ poor merchant. He had _____ small shop. He sold bananas and other things in his shop. One day ‘**an**’ old man came to his shop. He was poor and in rags. _____ shopkeeper took pity on him and gave him some money. _____ poor man was pleased. He thanked _____ shopkeeper for his help.

C. More articles:

I went to ‘**the**’ airport at 6:00 a.m. yesterday. I had to catch _____ flight to Paris. The queue at _____ airport was very long. So I had to wait for _____ long time. Once _____ plane took off I ate _____ good meal, _____ rare occurrence on an aeroplane! Later, I fell asleep for about _____ hour. After I woke up, I felt refreshed. Generally it was _____ smooth flight.

G2. Let us know about tenses.

Fill in the blanks with the past tense form of the verbs given in brackets. Then rearrange the jumbled sentences to form a story

One is done for you.



1. A milk-maid 'went (go)' to the meadow to milk her cows.
2. She _____ (think) that she would make a lot of money.
3. She also _____ (dream) of buying eggs and waiting for them to hatch.
4. _____ (lose) in such thoughts, she _____ (forget) about the pot she was carrying on her head.
5. Her plan was to sell the cream and butter that she _____ (get) from the milk.
6. When all the fowls in the poultry farm were ready to be sold, she _____ (decide) to sell them.
7. She then _____ (plan) to buy a fine dress.
8. She _____ (decide) to sell them.
9. She _____ (toss) her head in pride and the pot of milk _____ (fall) down.
10. She cried, "Oh! I have lost all my milk! Let alone a new dress, I will not _____ (has) even money to have food!

Moral: Don't count your chickens before they hatch.

G3. Fill in the blanks with the past tense form of the verbs given in brackets:

The Lark in the Cornfield.

Once a lark _____ (make) her nest in a cornfield. Soon she _____ (lay) eggs in it. After a few days small babies _____ (hatch) out of them. One day the baby-larks _____ (overhear) the farmer say, "I will call my servants to reap this field". The baby-larks got alarmed to hear this and _____ (tell) their mother about it. "Don't worry," _____ (say) the mother. Some days later, the farmer _____ (come) again and _____ (say), "I will call my son to reap this field." The baby-larks were afraid again. "Fear not," _____ (say) the mother. But the next day the farmer came there and _____, (say) "I will reap this field tomorrow." "Now is the time to go. When a man says he will do the work himself, he will certainly do it," _____ (say) the mother lark.

MORAL: Don't fear hollow threats.

G4. Complete each sentence by changing the verbs in brackets into past tense verb forms and then complete the crossword puzzle. (Please take help from your teacher)

a. Across

3. Tony (read) _____ his book after dinner.

4. I (give) _____ Anand a computer game for his birthday.

5. Dinakar (throw) _____ the ball.

7. Jony (ring) _____ the bell after school.

9. He (bring) _____ his mobile to school.

b. Down

1. We (drink) _____ banana milkshake after dinner last night.

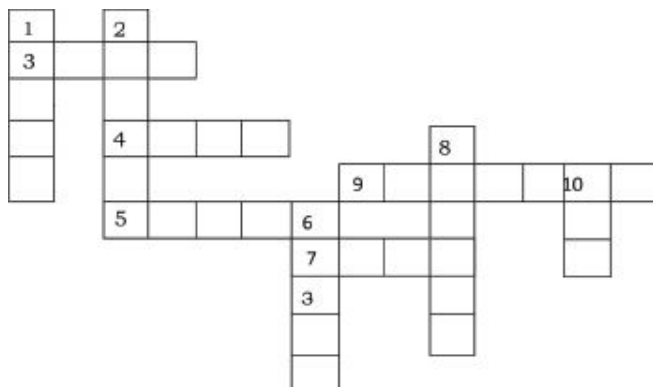
2. Asha (catch) _____ the ball quickly.

6. Esha (write) _____ a letter to his friend in Mumbai.

8. Bindu (buy) _____ a new dress at the mall.

10. The frightened cat (hide) _____ under the bed.

Now, complete the cross-word puzzle



(For more details about this picture please ask to your Teacher)

Writing Practice

W1. Read the instructions given in each box and complete the boxes:

1. A book on courage that you recently read _____
2. A character who displayed courage (historical) _____
3. People who have displayed courage that you know _____
4. Synonyms for courage _____
5. According to me courage is _____
6. Antonyms for courage _____
7. A time when I have shown courage was _____
8. A time when I wish I had more courage was _____

W2. Imagine that you are a newspaper reporter. Write an article on an act of bravery you have witnessed.

W3. Read the lesson carefully and make a list of the main incidents that happen in the story. One is done for you.

1. One evening Dhira overheard that a thief had escaped with a jewel.
2. _____

3. _____

4. _____

5. _____

W4. Study the pictorial story and write the story in the space provided.

1.



Tenali Rama told his wife that as thieves were around the place they would put all the jewels in the trunk.

2.



Later with his wife, he _____

3.



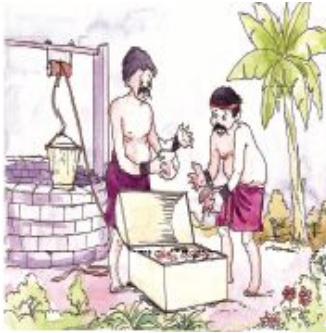
The thieves happily started _____

4.



They were tired as they had _____ till the morning

5.



6.



_____ “Thank you for watering my garden.”

Moral: _____

Speaking

S1. Dialogue Practice

Sharat: Hello Sagar, where are you going?

Sagar: I'm going to the market to buy vegetables.

Sharat: Why isn't your mother going to the market?

Sagar: She isn't well today, so I am doing it.

Sharat: Come and play cricket with us, I'm on my way to the field.

Sagar: Sorry Sharat, I can't, I promised to get the vegetables. It's getting late. See you later, bye.

S2. Discuss the following topics in groups:

1. My role in controlling theft
2. Creating awareness about crimes
3. Following traffic rules.

S3. Role-Play

Imagine that you are the reporter of some well-known newspaper. You have heard about Dhira's courage shown in catching the thief. You want to report this to your newspaper and through this you want to inspire many young ones. You may act as the reporter and your friend as Dhira. Interview him in front of your classmates and then fill up the blanks.

Reporter: Hello Dhira, how are you?

Dhira: I am fine Sir, thank you.

Reporter: _____

Dhira: _____

Reporter: _____

Dhira: _____

Reporter: _____

Dhira: _____

Dictionary work

D1. Read this interesting story:

A Fisherman and a Sprat

A fisherman had been fishing for a long time but without luck. At last he tugged at his net and saw a small fish caught in it. “Please let me go,” begged the fish, “I will grow bigger in a few days and then you can catch me again.” The fisherman said, “Now that I have caught you I won’t let you go. If I leave you, I may never see you again.”

MORAL: A bird in the hand is worth two in the bush

Glossary

sprat: a kind of small fish

Now, refer a dictionary and find out the meanings of the words that are underlined in the story.

Use the words in your own sentences in your note books.

Riddle

I have smooth scales but I cannot weigh things.

I am as slippery as ice.

I have a mouth but I cannot breathe air.

I can be as quick as a dart.

What am I?

Ans.: Fish

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Poem FROTH AND BUBBLE

Before you read:

We face many things that scare us. Development takes place when we try to overcome fear. Each time we face those fears we become more courageous.

“Courage is doing the right thing with confidence.” -Who comes to your mind when you hear the word “courage”?

Name a few people from history who have shown courage/ kindness.

Example: Jhansi Rani Laxmi Bai and Bhagath Singh

Kindness: Example: Mother Theresa and Florence Nightingale

Froth and Bubble

Adam Lindsay Gordon

Question not, but live and labour
Till your goal be won,
Helping every feeble neighbour,
Seeking help from none;
Life is mostly froth and bubble,
Two things stand like stone:
Kindness in another's trouble,
Courage in your own.

This stanza is a part of the long poem 'Froth And Bubble' by Adam Lindsay Gordon.

Exercise

Glossary:

goal- aim

labour- hard work

feeble- weak

froth- a mass of small bubbles on the top of a liquid

bubble- a floating ball of air, ನೂರೆ

courage- the quality that makes a person able to meet danger without fear.

Seeking- try to find/ get

Check your understanding

C1. Answer in a sentence each:

1. What should not be done, according to the poet?
2. Who should be helped?
3. What should not be asked for?
4. Life, says the poet, is _____ and _____ .
5. In the poem, 'stone' means _____
 - a. rock
 - b. bubble
 - c. strong feelings.

C2. Discuss in pairs and answer.

1. According to the poet, what is life?
2. When do the two things stand like stone?
3. What should we do till our goal is won?

C3. Discuss with the teacher and answer.

1. What is the message of the poem?
2. According to this poem what is our duty in this life?
3. Why do you think the poet, has compared life to froth and bubble?
4. Why does the poet compare gentle emotions to stone?

C4. Learn more rhyming words:

Fill in the blanks by picking the rhyming words from the poem and add more words to the list. One is done for you.

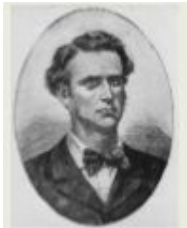
a word in the poem	the word which rhymes	other words that rhyme
labour		
won	none	done, son
bubble		
stone		

certain		
---------	--	--

C5. Think about the poem:

1. Which line do you like in this poem and why?
2. Discuss kindness and courage with your friend.
3. “Arise, awake, stop not till the goal is reached”. Do you know who said this? This inspiring statement is given by the great saint of India, Swami Vivekananda. Collect the sayings of great people of India and display them in your classroom.

Know your poet.



Adam Lindsay Gordon (1833-1870):

Adam Lindsay Gordon was an Australian. He was honoured on a postage stamp bearing his portrait issued by Australia Post. (A government business Enterprise). His selected works are A Song of Autumn (1868), The Stick Stock Rider (1870) and The Swimmer (Ca. 1881).

Read and enjoy

“A Bravery Pledge”

Some think bravery is living without fear,

But that is not true

Bravery is living despite the fear

And doing what needs to be done

Even though you’re scared to death.

Some can stand on the sidelines of life

And be content with what could have been, but never was.

That is not me.

I will not look back at the end of my life

Thinking of what could have been.

I vow to live my dreams no matter what;

I will stand up and be counted

Even when I’m one of the few or standing all by myself.

I will proudly state before God and all who see

This is who I am and what I want to be

I will stand proudly in the batter's box
On the baseball field of my dreams
And I will not cower at the thought of being hit
Or feel ashamed if I should strike out.
If I do not achieve all that I desire
It will not be for lack of courage or effort
I will go down swinging as if my life depended on it
But if all I want is meant to be,
Then I will hit a home run
That will not only echo in my heart and mind
But in all of those who were destined to witness my success
And maybe in that moment
Courage will be found in another
Searching for the strength to be brave

Lynn C. Johnston

Lynn C. Johnston is an award-winning poet and author of "Angel's Dance: A Collection of Inspirational Poetry."

Unit-5 THE WONDER BOWL

Before you read:



Look at the picture and listen to the story. Pleased with Yudhishtira's prayers, Lord Surya gave him the 'Akshaya Pathra'. It would give unlimited food till Draupadi finished her meal. The Pandavas used this during their exile. It so happened that Durvasa and his disciples arrived at Yudhishtira's dwelling. Durvasa asked Yudhishtira to arrange food for him and his disciples. There was no food left to serve them, since Draupadi had already finished hers. The Pandavas became anxious. The sage and his disciples who were bathing in the river would return for food soon. Draupadi prayed to Lord Krishna for help. Krishna appeared and asked Draupadi to bring the Akshaya Pathra. On looking closely at the bowl, Krishna found a single grain of rice and he ate it. He was satisfied with the meal. His satisfaction in turn made Durvasa and all his disciples feel so fully fed that they never came to Yudhishtira's house.

dwelling: a house where people live

disciple: pupil, follower

anxious: troubled mentally

exile: living outside one's own country

Durvasa: a great sage

Yudhishtira: first of the Pandavas in the Mahabharata

After listening to the reading, let us check our understanding:

Answer the following orally:

1. Who gave the Akshaya Pathra to Yudhishtira?
2. What was special about the Akshaya Pathra?
3. Who arrived in the house of the Pandavas?
4. What was Yudhishtira worried about?
5. When did Draupadi pray for help?
6. How did Krishna satisfy Durvasa and his disciples?
7. Discuss how, from an unknown quarter, help arrives when it is needed the most.

Read the text

THE WONDER BOWL

1. The old couple, Philemon and Baucis lived in a hut on a mound. They worked hard in their farm and were only able to get as much food as they needed. Yet they were so kind that they would never let any stranger who came to their doors go without food. They welcomed the guest with joy and shared their own meal with him.
2. One evening, they finished their supper and sat at the door. Suddenly, they heard the barking of dogs and shouting of boys in the village. Soon the noise grew louder. Philemon saw two strangers at whom the village boys hooted and the dogs barked. Philemon said to his wife, "Look at these boys; they ill-treat the poor strangers. I shall go and bring them. You go and see if there is any food to give them."

mound: raised ground

hooted: shouted

ill- treat: show discourtesy

ragged: dressed in torn clothes

hospitality: friendly reception of guests

3. Philemon went down to meet the ragged newcomers. He drove back the dogs and said, "Welcome strangers." He took them into his poor cottage and made them sit at the table. They looked very tired.



Check your understanding:

C1. Answer the following in a word, a phrase or a sentence each:

1. Which sentence in the first paragraph shows that Philemon and Baucis were poor?
2. Would any stranger who came to their house go without food?
3. Why did the dogs bark?
4. What made Philemon say that the boys were bad?
4. Baucis placed a small bowl of milk on the table and said, “This is all that I have for you, sirs. How I wish you had come a little earlier! We would have shared our supper with you.”
5. “Don’t worry, good lady,” said one of the guests, “All will be well. Your kindness makes this drink a feast to us. We are pleased with your hospitality”.

6. Baucis poured the milk from the bowl into two cups and placed them before the guests. They drank the milk and later one of them asked for some more. Baucis in confusion said, “Sorry, my dear guests. There is hardly a drop left in this bowl!” “Why?” cried the guest taking the bowl, “There is milk in this bowl as much as we want.” So saying, he filled not only his cup but also his friend’s. Baucis was astonished, as the guests filled their cups again from the bowl. She could hardly believe her eyes. “They are not ordinary men” whispered Baucis to her husband. “Yes” he replied, “they must be angels from heaven, come to blessus!”

Check your understanding:

1. Why did Baucis feel that the strangers should have come earlier?
2. What were the strangers pleased with?
3. What made Baucis astonished?
4. Together, the couple decided that the strangers were _____ .
(fill in the blank with the right word)
7. “Good mother”, said the guests, “We thank you for your kindness. May your bowl be full of milk always!”
8. Then they went to bed. Philemon and Baucis could hardly sleep, because of the wonder that the strangers had worked with the bowl. The guests arose early next morning and got ready to go. Philemon and Baucis walked out with them for a short distance.

“Good, Philemon and Baucis,” said one of the guests, “We are God’s messengers. We are much pleased with your kindness. Ask for anything you like. You shall have it!”

9. The old couple looked at each other. After a moment Philemon said, “Good angels, we wish to die together.” “Be it so,” replied the angels, “there is your home. Live in it as long as you desire and come to heaven together!”
10. Old Philemon and Baucis were astonished to see their poor cottage turned to a grand mansion. When they turned round to thank the angels, they saw nobody there. They humbly prayed to God and lived in their mansion doing good to everyone.



mansion: a grand house/ a palace

astonished: wondered

Vocabulary

V1. Fill in the blanks with the words given in brackets: One is done for you.

The neighbours also saw the men in ragged clothes. But they did not realize that they needed _____. From where their _____ was, they could not see the dogs properly. Only Baucis whose house was on the _____, could see the boys ill-treat the strangers. Philemon and Baucis were _____ at the behaviour of the boys. The boys _____ till they were out of their breath. (cottage, astonished, hooted, shelter, mound)

V2. Read the following sentence:

Baucis earlier had poured out all the milk. Later one of the strangers asked for more. The word 'earlier' is the opposite of 'later.'

Practice the use of opposites:

e.g., Plastic is (light) but iron is (heavy).

1. This chair is (comfortable), but that one is _____
2. You are (late) today, please come _____ to school.
3. Some buses are (ordinary) and some buses are _____ .
4. My sister is (happy) but my brother is _____

V3. Read the following paragraph:

The boys hooted at the strangers in rags. The elders did not heartily welcome them. Though they were feasting, they had no mind to be hospitable. They ill-treated the two of them. In fact they were astonished that the Philemon couple accepted them as guests that night.

Recognize the words you are familiar with and make sentences of your own.

One is done for you.

hoot: The passenger heard the hoot of the train from the station.

1. _____

2. _____

3. _____

V4. Some words are given below. Add suffixes like -ion, -able, -ful to frame new forms of the words. One is done for you.

(If necessary, look up the words in the dictionary)

1. joy- joyful

2. wonder-

3. dictate-

4. comfort-

5. hope-

6. success-

7. possess-
8. concentrate-
9. honour-
10. medicate-

Think about the text.

C2. Some questions are given below. Discuss the answers with your partner/ group and write them.

1. Describe the hospitality of the old couple picking out at least two examples.
2. What makes Baucis think that the strangers were not ordinary people?
3. What did the strangers tell Philemon and his wife before going away?

C3. Discuss the answers to the following questions with your teacher.

1. Would Philemon and Baucis treat any other strangers in the same way?
2. Why did God's messengers come to the village?

C4. Read the following extracts and answer the questions that follow:

1. “Don’t worry, good lady”
 - a. Which lesson is this line taken from?
 - b. Who is the “lady”?
 - c. When did the speaker say so?
2. “May your bowl be full of milk always”
 - a. Who said this?
 - b. Who did he say this to?
 - c. Why did the speaker say so?
3. “Good angels, we wish to die together”
 - a. Who does the word ‘we’ refer to?
 - b. Who was it said to?
 - c. Why did the speaker say so?

Language work:

G. Read the following story:

Seeing the neighbour’s finely finished mansion, the man ran out of his palatial house to bring two visitors. He met two ragged beggars and gingerly walked towards them. But before he reached them, he saw a neatly dressed couple and forcefully brought them home. They angrily told him that they were on their way to attend a funeral.

The Underlined words here are adverbs and adjectives. While ‘finely’ states the quality of the finishing of the mansion, making it an adverb, the word ‘ragged’ describes the man’s dress, making it an adjective.

G1. a) Complete the following sentences with the suitable forms of the words in brackets: One is done for you

e.g., Pradeep’s father _____ called him Deepu. (affectionate)

Pradeep’s father affectionately called him Deepu.

1. The audience laughed _____ at the joke. (loud)
2. His foot was injured, yet he played _____. (brave)
3. I have done _____ in the exam, so I will pass. (well)
4. A tortoise moves very _____. (slow)
5. Can you spell the word ‘queue’ _____? (correct)
6. It rained _____, so I postponed my trip. (heavy)
7. The baby is sleeping, please speak _____. (soft)
8. He looked at me _____ when I laughed at him. (angry)
9. The soldiers fought _____ and won the battle. (courage)
10. We had to walk _____ to get to school on time. (fast)

(softly, bravely, well, fast, heavily, courageously, slowly, angrily, correctly, loudly)

G2. Rewrite the following sentences using the adjective forms of the words underlined:

Example:

John drives the car (carefully).

John drives the car with care.

1. Bhuvana fed the puppy (lovingly).
2. They easily solved the sum.
3. Vijaya sang (melodiously).
4. Pramod writes (neatly).
5. Rahim always speaks (calmly).

Further Reading

Read the story of Mahabharatha to know how Draupadi was able to serve food to sage Durvasa and his disciples. Also read Epic characters of Mahabharata- Draupadi

More Vocabulary

V1. A Here is a list of incomplete words. Complete them by using ‘re’, ‘ar’, ‘er’, ‘or’, ‘ie’, ‘ei’. Use a dictionary if necessary.

- a. literatu _____
- b. singul _____
- c. burgl _____

d. calend _____

e. consid _____

f. horr _____

g. interi _____

h. bewa _____

i. cent _____

j. gramm _____

k. rec _____ pt _____

l. bel _____ ve _____

m. gr _____ ve _____

n. conc _____ ve _____

V2. There are some words that are often misused because they sound alike, but are spelt differently. Can you complete these words by putting the right letters in the boxes? One is done for you.

a. Period when there is no war

b. a bit or part of something

Ex: P e a c e

P i e c e

1.

a. A moral rule of general law for action.

b. The head of a school or college

P r i n c i p _____

P r i n c i p _____

2.

a. A place on a farm where milk is kept

b. A daily record of the events in a person's life

d _____ r y

d _____ r y

3.

a. a.A person who is not strong

b. b.A period of seven days

W _____ r y

W _____ r y

4.

- a. A person who is loved or lovable
- b. An animal which runs fast.

d _____ r

d _____ r

Writing Practice:

W1. Some incidents from the story are given in these sentences. The words in each of the sentences are jumbled. Rewrite them correctly and sequentially as they appear in the story.

- a. the ragged strangers to meet went down Philemon
- b. food for Baucis to some he asked find them
- c. with joy the guests they welcomed
- d. in this bowl as much as there is we want milk
- e. you desire as long as in it you live and to heaven come together
- f. a small bowl on the table placed Baucis of milk

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Poem ABOU BEN ADHEM

Before you read:

Edward Tells the Truth

Read the paragraph about Edward, then decide what he is likely to do in each of the situations below. Write your answers on the lines provided.

Edward always tells the truth. He believes that honesty is more important than almost anything else. Some kids call Edward a legit because they know they can't get away with doing bad things when Edward is around. Edward feels that telling the truth is more important than the friendship of kids who do bad things. Still, sometimes he wishes he didn't feel so strongly about honesty, because life on the playground might be easier.

Glossary

legit- lawful

- A. A boy takes Edward's lunch money, then threatens to hurt Edward if he tells anyone what happened.
- B. Edward's best friend, Aaron, steals a book from the school library, but regrets what he's done and returns the book. He asks Edward not to tell the librarian what he's done.

Discuss orally:

- a. What should be done when your friends go wrong?

- b. Honesty is always rewarded.
- c. Which is the mistake that you regret?

ABOU BEN ADHEM -Leigh Hunt



Abou Ben Adhem (may his tribe increase!)

Awoke one night from a deep dream of peace,

And saw, within the moonlight in his room,



Making it rich, and like a lily in bloom,
An angel writing in a book of gold:
Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
“What writest thou?”- The vision raised its head,
And with a look made of all sweet accord,
Answered, “The names of those who love the Lord.”
“And is mine one?” said Abou. “Nay, not so,”



Replied the angel. Abou spoke more low,
But cheerly still; and said, “I pray thee, then,
Write me as one that loves his fellow men.”
The angel wrote, and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blest,
And lo! Ben Adhem’s name led all the rest.

Exercise

Glossary:

tribe: people

lily: a flower

bloom: open, blossom

exceeding: great

writest: write

thou: you

vision: seeing someone/ something

accord: grant, agree, bring into harmony

cheerly: cheerfully

thee: you

fellow man: another human being

vanished: disappeared

wakening light: light which rouses from sleep/ in active condition

blest: blessed

lo!: a word used for calling attention.

C1. Check your understanding:

Choose the right answer and underline it:

1. The wish 'may his tribe increase' is for
 - a. the angel
 - b. Abou Ben Adhem
 - c. the dream

2. The angel was writing in a book of
 - a. dream
 - b. peace
 - c. gold
3. 'The presence in the room' is referred to as
 - a. vision
 - b. name
 - c. fellow men
4. "Nay, not so" refers to Abou being one among those who
 - a. loved the Lord
 - b. loved the angel
 - c. loved his fellow men
5. Abou's name appeared first in the list of those that
 - a. love of God had blessed
 - b. saw the vision
 - c. loved his fellow men.

C2. Rearrange the following sentences so as to form a summary of the poem.

- a. The peaceful sleep had given Ben Adhem courage, and he asked the angel:

bright as a beautiful flower, he saw an angel writing in a book of gold.

‘What are you writing?’



The vision looked up, and with a sweet and friendly look, answered:

‘I am writing the names of all the people who love the Lord.’

- b. The angel wrote, and vanished. The next night the angel came again, in a great flash of light (that woke Abou), and showed the names of those who had been blessed by the love of God. And look! Adhem’s name was at the top of the list.
- c. One night Abou Ben Adhem (may his tribe increase!) woke from a deep, peaceful dream. In the moonlight that was making his room as bright as a beautiful flower, he saw an angel writing in a book of gold.
- d. ‘And is mine one of those names?’ asked Abou. ‘No, it is not,’ replied the angel. Abou, still cheerful, spoke more softly and said: ‘Then please put my name down as one that loves other people.’

C3. Answer the following:

- 1. **Choose an example for simile from the choices given below:**
 - a. making it rich

- b. within the moonlight
- c. like a lily in bloom

2. The rhyming words in the poem have a pattern. It is

- a. every two lines rhyme
- b. alternate lines rhyme
- c. all lines end in the same sound

3. The poem refers to god's representative in three different ways. They are:

- a. moonlight, angel and dream
- b. angel, the presence, the vision
- c. lily, angel and dream

C4. In your own words write the message the poem gives.

Know your poet:



Leigh Hunt, in full James Henry Leigh Hunt was an English critic, essayist, poet and writer. He born on October 19, 1784,

Southgate, Middlesex, England. He died on August 28, 1859, Putney, London.

Read and Enjoy

Chain of Pearls

Mother, I shall weave a chain of pearls for thy (your)
neck with my tears of sorrow.

The stars have wrought their anklets of light to deck
thy feet, but mine will hang upon thy breast.

Wealth and fame come from thee (you)
and it is for thee to give or to withhold them.

But this my sorrow is absolutely mine own,
and when I bring it to thee as my offering

thou reward (est) me with thy grace. -Rabindranath Tagore

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UNIT-6 JOURNEY TO THE TOP

Before you read: Listening Text

I.L. Listen to the text read by your teacher and identify the personalities. Write their names in the space provided.

a. _____

b. _____

c. _____

d. _____



The pictures above are of Bachendri Pal. You are now going to read her success story. She puts her life in a nutshell like this:

“I have realized that there are many Everest’s one has to climb in one’s life” Bachendri Pal, mountaineer

Read the text:

Mal was the first Indian woman to climb the summit of Mt. Everest. The youngest of five children, she was born in 1954 at Nakuri, a small village in the mountains in the present Uttarakhand. Bachendri was from a modest family. Her father was a border tradesman who would take wheat flour and rice to Tibet on mules, horses and goats. He eventually married and settled near where the couple raised their family.

Rebellious child, Bachendri loved wandering in the snow-clad Garhwal mountains. She dreamt of flying in aeroplanes and meeting famous people and this inspired her family. She was an active child and did well in her studies at school. Good in sports too. She was independent and fearless. She climbed, together with 12-year old classmates, 4000 m (13,123 feet) height during a picnic. As she came down before nightfall, she had to spend the night there, without food or company with the others.

modest- small

rebellious- one who fights against something/ to resist

snow clad- covered with snow

amuse- feel pleasantly happy

persuade- make someone believe

graduation- getting a degree

Her experience remained in Bachendri's memory. It increased her love for adventure and sports. At 13, like most Garhwal girls, she was expected to leave school and get married. But her determination to study impressed her parents who allowed her to continue her education. As a student, she earned money by sewing in her spare time. The

her school persuaded her family to send her to college, where she defeated and girls in rifle shooting and other competitions.

duation thrilled her parents, who had wanted her to be the first girl in the a degree. She eventually did an MA in Sanskrit and then B.Ed. In spite of ements, the job offers that came in were only temporary and junior-level inspired by her love for the mountains, Bachendri decided to apply to the ute of Mountaineering (Uttarkashi) for the Basic Mountaineering Course. lged the best student in the course, and much to her surprise, was marked /erest Material'! She completed her Advanced Mountaineering Course too colours. Bachendri climbed the Gangotri (6672m/ 21900 ft) and Rudugaria ,091 ft.) in an advanced camp (1982) during her time at NIM.

Brigadier Gyan Singh, the Director of the National Adventure Foundation e to Uttarkashi in February 1983 to run an adventure course for teachers at e selected seven local, educated women, including Bachendri for

“Bhagirathi Seven Sisters Adventure Club” was set up by him after he came ough Bachendripal that the poor could use their mountaineering skill to make

mentor- adviser, guide, ಮಾರ್ಗದರ್ಶಕ

determination- decisive, ನಿರ್ಧಾರಿತ

adventure- exciting or dangerous experience, journey

mountaineering- the sport or activity of climbing mountains,

ಪರ್ವತಾರೋಹಣ

This was a unique organization of girls and women to help other girls to find adventure. This scheme would take care of the monetary worries of trained girls and women. Bachendri, whose family was under economic pressure, became an instructor here and reduced their financial burden.

Check your understanding:

C1. Answer each of the following questions in a word, a phrase or a sentence as required.

- d. What amused the family of Bachendri Pal?
- e. Where was Bachendri Pal born?
- f. Where did Bachendri Pal apply for her Basic Mountaineering Course?
- g. Who was Brigadier Gyan Singh?
- h. For what purpose was the 'Bhagirathi Seven Sisters Adventure Club' established?

was selected for the Indian Everest Expedition in 1984. This was the first expedition and its prime aim was to provide Indian women the opportunity to challenge the climb of Mt. Everest. Till then, four women in the world had not reached the peak. The team comprised seven women and eleven men and this was the first real expedition.

avalanche- a mass of snow, ice, and rocks falling rapidly down a mountainside.

Summit- top of the mountain

many setbacks including an avalanche and injuries. A sudden landslide killed two members of her team. However, Bachendri Pal continued her climb to reach

May 23rd 1984. Bachendri conquered the summit of Sagarmatha (the Nepali name for the highest peak in the world) at 1:07 p.m. It was a difficult climb of over 848 m). Her dream had come true. “At this moment of joy,” Bachendri Pal said, “my thoughts went to my father and mother who taught us the value of struggle and the importance of efforts.”

Bachendri's mountaineering excellence has been honoured by the Government of India with the country's highest sports award, the Arjuna Award, the highly coveted Dronacharya Award, as well as the National Adventure Award. Among the other major awards, she has been awarded the 'Yash Bharathi' award by the Government of Uttar Pradesh, the 'Bachendri' award by the Indian Mountaineering Foundation as well as an award from the Ministry of Education, Uttar Pradesh State, and the Lifetime Achievement Award by the Sports Journalists Association.

Bachendri Pal has put together all her experiences of mountaineering in her autobiography, “Everest-My Journey to the Top.” She is presently employed as Deputy Manager (Adventure Programmes), Tata Steel Adventure Foundation. Her story shows how hard work and the will to succeed can raise one to greater heights.

Check your understanding:

1. What was Bachendri Pal selected for?
2. What is the Nepali name for the highest peak in the world?
3. Which is the country's highest sports award that was given to Bachendri?
4. Name the autobiography of Bachendri Pal.

Vocabulary:

V1. The following are the meanings of words that you have read. Find out the word from the text and fill in the blanks. As a clue, the first letter of the word is given. One is done for you.

After a period of time or delay (para 1.) eventually

1. The highest point of a mountain (para7) s_____
2. An experienced and trusted adviser (para 5) m_____
3. A mass of snow and ice, tumbling rapidly down a mountain (para 7) a_____
4. A personal account of one's own life (para 9) a_____
5. A journey or a voyage for a particular purpose especially exploration, scientific research or war (para 6) e_____

V2. Pick out the words from paragraph two which describe Bachendri Pal. One is done for you.

1. rebellious
2. _____
3. _____
4. _____

Work in pairs:

V3. Write three words which describe you and your friend.

You	friend
-----	--------

1.	
2.	
3.	

C2. Answer each of the following questions and compare your answers with those of your partner.

1. Describe the trade of Bachendri Pal's father.
2. Write about Bachendri's love for adventure and the mountains.
3. Why did Bachendri apply to NIM for a course?
4. Name the awards given to Bachendri Pal.
5. As students, what do we learn from Bachendri Pal's life?
6. In which paragraphs do you find the following information about Bachendri Pal? Discuss
 - a. She was not only interested in mountaineering but also in education.
 - b. Her mountaineering excellence was recognized.
 - c. Her greatest contribution to the poor women with mountaineering skills.

Language in use:

G1. Work in pairs:

Look at the following sentences from the text ‘Journey to the Top’:

- a. He eventually settled near Uttarkashi where he got married. (Para 1)
- b. Her graduation thrilled her parents who wanted her to be the first girl in the village with a degree. (Para 4)

In the sentences above, the words printed in bold letters relate the two parts of the sentence. These connecting words are called relative pronouns/ conjunctions.

who, which, where, why and what can be used as relative pronouns.

G2. Find out sentences from the text with relative pronouns.

G3. Read the following sentences.

- 1. I do not (dis)trust my faithful and loving friends.
- 2. A teacher is always fair and (im)partial.
- 3. An experiment is an (un)ending quest.

The addition of a syllable at the beginning of a word is called a prefix. Prefixes like un, in, dis, im, etc., can be used.

G4. Add a prefix and make the word mean the opposite

active x inactive

- 1. dependent x _____

2. expected x _____
3. like x _____
4. honour x _____
5. employed x _____
6. experienced x _____
7. complete x _____

Writing Practice

Work in pairs: One student asks questions and the other writes it down.

W1. Choose an artist, dancer, sculptor, craftsman in your locality and collect the following information about them.

- a. What is the full name of the person?
- b. What is his/ her art/ craft?
- c. Where was she/ he born?
- d. Who supported her and helped her/ him?
- e. Who trained him/ her?
- f. What awards/ prizes has she/ he won?
- g. Does he/ she train others?

Now, write a paragraph based on the information collected about the person and read it to the class.

W2. Write down a few questions you would like to ask ‘Bachendri Pal’ if you would meet her. _____

W3. Expand the following abbreviations. Add two more of your choice: One is done for you.

SSLC- Secondary School Leaving Certificate.

1. BA- _____

2. B.Ed.- _____

3. M.Sc.- _____

W4. Make a list of the qualities you admire in your parents. Have you inherited them? If yes, write it in your notebook.

W5. Discuss in groups: Add a few more awards given in our country other than the ones mentioned in the lesson.

1. Arjuna Award is a national award given to recognize excellence in sports.

2. Padmashri award _____

3. _____

4. _____

5. _____

Project work: Work in groups

Find out the things used by mountaineers, collect pictures and prepare an album.

Suggested Reading:

1. Himalayan Journal- Himalayan Club
2. Tenzing Norgay and the Sherpas of Everest- Tashi Tenzing, Judy Tenzing.

Poem -MOUNTAIN CLIMBING

Before you read:



I. Guess the pioneer pair of mountaineers in the photograph above. What is their achievement?

A. Given below are some materials/ things used for hobbies/ pastime activities. Read them, guess the activities and fill in the blanks

One is done for you.

1. brushes, canvas, pencil, crayon, colours, paper:
painting.
2. camera, film, tripod, lenses:
p_____ot_____gr_____p_____y
3. shruti box, veena, tabla, tamboori: m_____s_____c
4. utensils, vegetables, knife, stove, groceries: c_____k_____g
5. spade, hoe, axe, knife, digging fork, cultivator, hand towel: ga_____d_____n_____ng
6. volleyball, football, cycling, athletics: s_____rt_____

B.What is your favorite pastime activity?

C. How often do you do that?

MOUNTAIN CLIMBING

Laura Howell Horner

Through the mist
up the winding road
to the mountain high
I did climb. 4

Eager I walk
over stones and dust

higher and higher
lost in my mind. 8
Legs aching
from the ascent
chest rising and falling
'tis not easy I find. 12

Breathless
reaching for the sky
searching the blue
clouds cover eyes blind. 16

Stumbling now
stones loose
muscles grow numb
tackling the incline. 20

Apex reached
breathless fascination
the world beneath me
conquered_____ now mine. 24

Exercise

Glossary:

Mist- a cloud of moisture in the air

Eager- full of interest
Assent- climbing up/ movement
't- it
Stumble- walk unsteadily
Tackling- dealing with a difficult task
Numb- not able to feel or move
Incline- a slope
Fascinate- attract

C1. Answer the following questions in a sentence each:

1. Mention the two difficulties faced by climbers in the first stanza.
2. What does the climber find in the fifth and the sixth lines on the road to the mountain?
3. In the third stanza, the climber finds out that mountain climbing is not easy. Pick the line which shows it.
4. In the fourth stanza, what does the mountain climber try to reach?
5. When do the climber's muscles grow numb?

C2. Answer the following, discussing in your group:

1. Explain to your group the desire of the mountain climber.
2. Describe the feelings of the speaker when he reached the top.
3. Express in your own words the adventurous desire you have and exchange it with your partner.

C3. Answer the following in a paragraph each, discussing with your partner:

1. Summarize the poem in your own words.
2. Do you enjoy nature? Give reasons. Write about a place which you would like to visit with your friend.
3. If you had a chance to do something no one had done before (for e.g.: crossing an ocean, climbing a big mountain, crossing a desert etc.), what would you choose to do?

Project work: Collect pictures of Himalayan range and a few peaks.

Read and enjoy

The Mountain Sat upon the Plain
The mountain sat upon the plain
In his tremendous chair-
His observation omnifold,
His inquest, everywhere.

The seasons played around his knees
Like children round a sire:
Grandfather of the days is he
Of dawn, the ancestor. -Emily Dickinson

Unit-7 NEST WITH GRAND PARENTS

Warm-up Activity

Write the names of people in your family in the given blanks and complete the family tree. _____



Talk to your partner about the members in your family.

Now, complete the following sentence:

I like my family because _____

NEST WITH GRAND PARENTS -Lalitha Sridhar

1. “Amma, why are you removing all my things from the cupboard?” Anjali asked in a voice which sounded like she was

ready for a fight. “You already know, Anjali. Dada and Dadi need some place for keeping their things,” her mother replied firmly, without any apology.

2. “But, Ma, where will my things go? This has been my room since I was a baby. Why should I give up everything just because Dada and Dadi are coming to live with us?” cried Anjali.
3. “Come on, Anju. You are not giving up everything. You are only going to sleep on the couch in the hall instead of in this room. And your things can be accommodated elsewhere,” replied her mother, trying to be sensitive but feeling angry at her daughter’s objections.

Apology- an expression of feeling sorry for something wrong that you have done.

Couch- a piece of furniture used for taking rest; a sofa

Accommodate- to arrange/ provide a place to keep some things, or for somebody to live or stay.

Sensitive- able to understand people’s feelings

Objection- an act of disagreeing with something or someone

Migrate- to go and live in another place.

Chachaji- father’s younger brother

Bua- father’s sister

4. This is how it had been ever since Anjali had been told that her grandparents would be living with them now onwards. They had recently sold off all their land in the little village. Dada was

nearing seventy now and was too old to run the farm all by himself. He had promised he would not leave his land till he died, but he was finding it more and more difficult to live there alone. All his children had migrated to cities. Two of Anjali's chachajis were abroad. Only Papa lived in Pune while Rita Bua was in Delhi. Dada had been persuaded by Anjali's father (Papa) to come and live with them. Papa wanted all of them to be together as a joint family.

Check your understanding:

Answer the following in a word, a phrase or a sentence each:

1. Who removed Anjali's things from her cupboard?
2. Anjali's parents expected _____ and _____ to live with them.
 - a. Dada and Chachaji
 - b. Dada and Dadi
 - c. Rita Bua and Chachaji

(choose the right one)

3. Where was Anjali going to sleep when her room was vacated?
4. Papa wanted all of them to live together as _____.
 - a. a nuclear family
 - b. a joint family
 - c. a migrated family.

(choose the right answer)

5. Where did Bua live?

5. Of course, Anjali enjoyed meeting her grandparents during her holidays, but that did not mean she was going to be happy giving up her room for them! Anjali was an only child. Never in her life had she liked sharing anything and she wasn't ready to change now!

6. And so it was that when her grandparents came, Anjali was in her fussy, irritating, bratty mood. She made a show of how she had lost her room.



Fussy- giving too much importance to little things

Bratty- impolite, unruly

Wrath- great anger

When she wasn't making rude comments, she would not talk much and pretend to be glued to her favourite programme on TV. She was not very polite and complained, though not directly, for she was too afraid of her father's wrath.

7. It was true that having grandparents living with them needed adjusting to a new routine. They (the grandparents) woke up

much before anyone else did and that made things awkward. Dadi was forever doing some puja or other and if there was objection to onions in the food one day, it was eggs the next day.

8. They would not go with them to eat out at restaurants. They would not watch movies in theatres. They would not enjoy shopping just for fun. They thought strap dresses were too foreign and short skirts totally avoidable. Pop music was 'noise' and ice-creams were 'not good for health'.
9. The one thing they did share was an addiction to television, but the programmes they watched put Anjali to sleep. Anjali felt as if she had suddenly been imprisoned.

The house suddenly looked too small.

Addiction- getting used to something and being unable to stay without it.

10. As the days passed, Anjali's anger came down. It was impossible to remain angry with someone who was so kind. Dadi stopped commenting on her clothes and even bought her a pretty T-shirt when they went sightseeing. TV became a divided schedule of the most wanted programmes on each individual list. Dada helped Anjali with her projects and he was a big help with the Math syllabus. He also got Anjali into the habit of reading the newspaper. He read the headlines to her when he waited for her bus to arrive at the bus-stop every morning. Anjali's mother worked in an office and she left along with her father every morning. Breakfast was always cornflakes and it

was usually sandwiches for Anju's tiffin. And when her mother got back in the evening, she was so exhausted that cooking food was never great fun.

Tiffin- a light meal

Exhausted- very tired

11. But now dadi had taken over the kitchen - she actually said she was getting bored of doing nothing! Dadi was a fantastic cook. Suddenly, they were served divine parathas and subzi, mithai and pakoras, salads and pickles. Anjali's mother could now slow down a little and rest her feet. She even had more time for her daughter. She was also satisfied that her child was in the most caring hands possible... till one day when the grandparents announced, "We are thinking of going to Rita's place for a while."

divine- wonderful, heavenly

12. Before anyone could say anything, Anjali burst out, "Oh! Can I have my room back then? Dada- Dadi, when are you going?"

Check your understanding:

1. Mention the activity Anjali involved in when she was not bratty.
2. What made the family feel awkward with the arrival of the grandparents?
3. Pick out two examples from the eighth paragraph to show that the grandparents objected to their habits.

4. What did Anjali feel about the house?
5. Describe the changes that are mentioned in the eleventh paragraph.



5. The silence that followed was terrible and only dadi had some kind and general words to fill it with. Later, apart from her room, Anjali got the worst firing she had ever received from her parents. Anyhow, she had what she had wanted and, in two days' time, they were a nuclear family again. But it was a lonely achievement. There was no one to come home to but the silly TV. There was no one to talk to. Her mother was again harassed and overworked with no time for anything, or anybody. But most of all, the noise and bustle of one big happy family had faded into silence. The house suddenly looked too big.
6. When the phone rang the following night, just like they had expected it would, it was Anjali who ran and picked it up to say, "Dada-Dadi, when are you coming back?"

V1. Kinship terms:

My sister and brother are called my 'siblings'.

My father's mother is my 'paternal grandmother'.

1. My father's father is my _____
2. My mother's father is my 'maternal grandfather'
3. My mother's mother is my _____

Now, look up the dictionary and write the meanings of the following relationship terms:

1. cousin: _____
2. nephew: _____
3. niece: _____
4. aunt: _____
5. uncle: _____

V2. Complete the following paragraph with the kinship terms given in the box below.

(aunts, siblings, grandparents, cousins, grandmother, grandfather)

Once I visited my _____ house in a village along with my parents, brother and sister. There, all my uncles and _____ had come with their children. We ate delicious food prepared by my dear _____. My loving _____ told us a lot of stories at night. I played with my _____ and _____ ; and climbed trees in the huge garden. Oh, we really had a good time together!

V3. Rearrange the following jumbled letters to make meaningful words.

1. CUSOIN _____
2. NPHEWE _____
3. NCEIE _____
4. SBLIGNI _____
5. PRANEST _____

V4. With the help of the clues, complete the cross-word puzzle. (Please take help from your teacher)

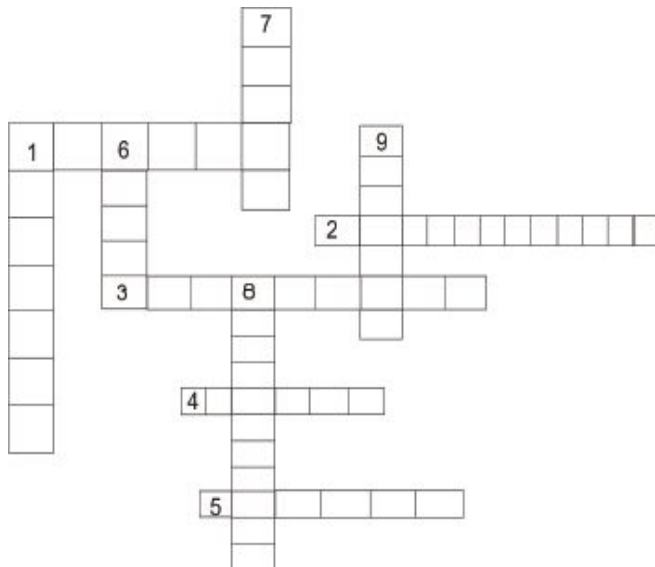
Lines Across

1. a person who gets used to something
2. parent's parents
3. very tired
4. parents and children
5. trouble somebody repeatedly

Lines Down

1. expression of feeling sorry

6. relating to God, heavenly
7. great anger
8. make place for something or someone
9. to go and live in another area



Answer:

Across- addict, grandparents, exhausted, family, harass

Down- apology, divine, wrath, accommodate, migrate

C2. Answer the following after you discuss the questions with your partner.

1. How different was the lifestyle of Anjali from that of her grandparents?
2. Describe how Anjali behaved with her grandparents in the beginning.

3. What changes were seen after the grandparents started living with them?

C3. Discuss and answer.

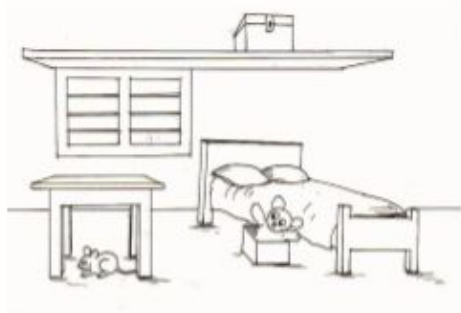
1. Why did Anjali behave rudely with her grandparents?
2. If you were in Anjali's place, how would you have reacted?
3. Explain the reasons for the change in Anjali by the end of the story.

G1. Look at the pictures of two rooms shown below.

They belong to Shiva and Raju. Using the words given in the box write sentences describing what you see. One is done for you.

(in, on, under, near, inside, outside, between, at, above, below)

Shiva's Room image description:



1. The mouse is under the table

2. Teddy bear is in the box
3. Cot with two pillows and bedding
4. Window is closed
5. There is a suitcase on the loft
6. Empty table in the room

Raju's room image description:



1. The vase is on the table
2. Teddy bear in the box is on the bed
3. Cot with two pillows and bedding
4. Window is opened and we can see the sunrise
5. There is a football on the floor between the table and the cot

Ex:

Shiva's room	Raju's room

The mouse is under the table.	The vase is on the table.
1.	
2.	

The words given in the box show the position of an object. Such words are called ‘prepositions’. Some more prepositions are, ‘of, to, from, against, with, during, for’.

G2. Underline the prepositions in the following passage:

Anju had enjoyed having a room of her own in the past. She hadn’t shared her room with anyone else. But now her grandparents were expected to come from their village to stay with Anju and her parents. Anju’s father wanted his old parents to be near him so that he could take care of them. Her room was given to her grandparents to make them comfortable during their stay. This was against her desire. But, after some days, Anju began to enjoy the company of her loving grandparents in her house.

G3. Complete the following paragraph from Pradhan's diary using suitable prepositions given in the box. One is done for you.

(in, of, from, to, with, near, on, for)



My summer vacation has begun. I'm now (in) my grandparents' house. I love to visit them whenever I get holidays. I simply enjoy being _____ them. They are very fond _____ me and my didi Sheela. Early _____ the morning I go _____ swimming _____ my dear uncle Sham and my cousins. My grandmother makes delicious food _____ us and tells us a lot _____ stories. My grandfather takes us _____ long walks _____ the evenings. Sometimes we go shopping together _____ his scooter. He buys whatever we want _____ the shop, which is _____ the house. He tells us a lot _____ jokes. We all are very fond _____ our grandparents and pray _____ their long life and good health.

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POEM - DEAR GRANDMA AND GRANDPA

Before you read:

Speaking practice

Look at the following picture and speak as many sentences as you can to describe what they are doing.



Recall Activity: Write as many words as you can.

He/ she is the most _____

DEAR GRANDMA AND GRANDPA

When we are with you, we always have fun,

You make us feel we're your special ones!

We can tell by the kindness in your smiles,

You recall how things look through the eyes of a child.

If we really need a hug or two,
We know that we can depend on you.
Giving hugs is what grandparents do best,
And you do it better than all the rest!
Here is a secret, and it is true-
Grandma and Grandpa, our hearts belong to you!

Author Unknown

C1. Answer the following questions in one two sentences each

1. Who is the speaker in the poem?
2. Who does 'you' refer to in the poem?
3. How do grandparents make their grandchildren feel they are special?
4. How is the company of grandchildren helpful to grandparents?
5. According to the poet, what is the best thing grandparents can do for their grandchildren?
6. What is the secret that the grandchildren share with their grandparents?

C2. Discuss with your partner and answer the following question:

1. How do you express your love for your grandparents?

C3. Observe that the word ‘two’ in line five rhymes with the word ‘you’ in line six. Can you find the other rhyming words in the poem?

Read and enjoy

Love Poem for Grandparents

Grandma’s hugs are made of love
Everything my grandma does
is something special made with love.
She takes time to add the extra touch
that says, “I love you very much.”

She fixes hurts with a kiss and smile
and tells good stories grandma-style.
It’s warm and cozy on her lap
for secret telling or a nap.

And when I say my prayers at night,
I ask God to bless and hold her tight.
'cause when it comes to giving hugs
my grandma’s arms are filled with love!

Author Unknown

UNIT-8 WEALTH AND VALUES

Before you read:

Ladder Game

The class is divided into two groups. Two ladders are drawn on the black board. The students are asked to stand in two lines according to the groups allotted. The key words are written on the board. The group members start filling up the words that match the key words in the ladders. The group which completes the ladder with more number of words will be the winner. The group should discuss and answer.

Values are qualities which you would like to develop in yourself, as you grow.

Key words

Obedience	truthfulness	forgiveness	cruelty
Politeness	encouragement	honesty	kindness
Love	punishment	good	health
Dedication	brightness	repentance,	truthfulness
Compassion	rudeness,	hatred,	falsehood
Beauty	sorrow	bad	illness

Respect	disrespect	ugly	strength
---------	------------	------	----------

Many more words can be used if you know them.

One is done for you.

Values

Positive	Negative
Love	Hatred

Wealth and Values- A Play

Here is the story of a rich businessman Mr. Balaji and his sons Gagan and Rahul. Gagan always helped his father and was a very responsible boy. But Rahul was very irresponsible, always enjoying his time with his friends.

Scene-1

Mr. Balaji's Palatial house

Rahul: Father, give me my portion of the property. 1

Mr. Balaji: Oh dear! What makes you ask for a share in the property?

2

Gagan: Why Rahul? Why do you want your share? 3

Aren't we happy together? 4

Rahul: No! Gagan I need my share. I want to visit places all over the world; I do not want to explain things to everybody. I want to be independent and happy. I am asking for my share and not your advice. 5

palatial: like a palace

(Rahul collects the money and goes away. He wastes his money spending lavishly and leads a luxurious and wasteful life. He visits places all over the world with his friends. Eventually he turns into a poor man. He begins to feel the need for money again. His friends do not want to be with him. Rahul goes in search of them, but no one helps him. He wanders about desperately and lives in utter poverty. Gradually Rahul realizes that even the servants enjoy better facilities in his father's house. He decides to go back home. He is advised by his father's friends to go back to his father. Rahul goes back to his father. His father sees him coming. He embraces him joyfully and takes him home)

lavishly- extravagant/ too much

eventually- in the end

gradually- slowly

desperately- out of control/ do anything to change the situation

embraced- put hands around to show happiness/ hug

Check your understanding:

C1. Answer each of the following questions in a word, a phrase or a sentence:

1. What is the name of the rich businessman?

2. Who were his sons?
3. Who wanted a share in the property?
4. Why did he want his share?

Scene-2

Mr. Balaji's palatial house

(Rahul stands ashamed for what he has done)

Rahul: Father, I have made a mistake. I do not deserve to be called your son. Make me one of your servants. 6

Father: Oh! My beloved son. I'm so happy to see you back home. Forget what has happened and begin life afresh. 7



(Mr. Balaji calls his servants)

Mr. Balaji: Bring Rahul the best clothes you can buy. Decorate his finger with a ring and get good shoes for his feet. Make a delicious meal

and let's celebrate his return. 8

(Servants leave the room)

Rahul: (Falls at his Father's feet) Father, I'm sorry, please forgive my foolish behaviour. I have realized that money alone cannot bring satisfaction and happiness. 9

Mr. Balaji: (breaks down) Stop! My son. All I can do is thank God for sending you back. 10

(At this moment Gagan comes home. He notices music and dancing)

Check your understanding

1. Why did Rahul feel the need for money again?
2. Rahul was reminded of his _____ when he thought of his comfortable life before he left home.
 - a. father
 - b. brother
 - c. servants

(choose the right answer)

3. What was the decision taken by Rahul?

Gagan: What's happening? You are all happy and enjoying yourselves! 11

Servant: Your brother Rahul has come back and your father is celebrating his return. 12

(Gagan gets angry and does not go in. Mr Balaji comes out)

Mr. Balaji: Gagan, come in. Rahul has come home. Come let's join the feast. 13 Gagan: (angrily) Dad, all these years. I've served and obeyed you. But you did not hold a feast for me with my friends! And now. 14

Check your understanding

1. Rahul's father welcomed him _____
 - a. angrily
 - b. happily
 - c. sadly.
2. Who was angry with Rahul's father?
3. What was the reason for his anger?

Mr. Balaji: Son! You were always with me and all that I have is yours. But your brother was lost and has come back to us. I have never missed you any time. Shouldn't we forgive your brother as he has realized his mistakes? "To err is human, to forgive is divine", they say and that is how I feel. 15

Gagan: (thinks for a while, he sees joy and happiness on his father's face, which was not there earlier in Rahul's absence. He controls his anger) Yes father, I see joy on your face. I understand the importance of forgiveness. "In forgiveness there is happiness and peace." I understand what you say. Brother, welcome back home. 16

Check your understanding:

1. What do we find in forgiveness?

VI. Fill in the blanks with the words given in brackets: (foolish, realized, forgiveness, eventually, desperately, embraced, gives)

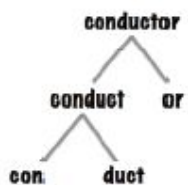
1. Rahul _____ turned into a poor man.
2. He _____ that even the servants enjoyed better facilities.
3. He wandered about _____ to find a job.
4. Father _____ him joyfully and took him home.
5. Rahul felt sorry for his _____ behaviour.
6. In _____ there is happiness and joy.

V2. Write opposites for the words underlined: One is done for you.

1. Rahul was happy. But his father was _____
2. His father was rich. But Rahul became a _____ man.
3. Rahul was lost, but is now found.
4. Father _____ the property which Rahul takes.
5. All his _____ became his enemies.

V3. Many words have letters that can form different words. They are 'hidden words'. Pick out the hidden words from the following words:

One is done for you:



businessmen- bus; sin; men; in

expression- express; press; on

1. always _____
2. enjoy _____
3. share _____
4. independent _____
5. away _____
6. desperately _____
7. embraced _____
8. servants _____
9. beloved _____
10. hears _____
11. enjoying _____

12. yourselves _____

13. brother _____

14. forgive _____

C2. Answer the following questions in two or three sentences each:

1. Why did Rahul want his share of the property?
2. How did Rahul spend his money on his friends?
3. What did Mr. Balaji tell his servants to do, when Rahul returned home?
4. What made Gagan talk angrily to his father?
5. How did Mr. Balaji explain the situation to Gagan?

C3. Discuss these questions with your partners:

1. Do you think Rahul's father was right in welcoming him with pleasure?
2. Speak about the importance of forgiveness.
3. In your opinion, how important is money?

Speak Well:

S1. Work with your partner. Ask questions and give answers about the following topics. Take turns to cover all the topics between you two. One is done for you.

Q: What is a matchstick used for?

A: It is used to light candles.

1. bottle
2. match stick
3. tooth brush
4. pen
5. chair
6. bag
7. lunch box
8. purse
9. book
10. table

Language in use:

G. Read the following sentences:

1. I am playing cricket.

2. The bird is flying in the sky.
3. Students are singing the National Anthem.

They show present continuous tense.

G1. A. Rewrite the following sentences after looking at the pictures:

One is done for you.

The baby _____ (drink) milk.

The baby is drinking milk.



1. Tony _____ (write) a letter to his friend.



Ans:

2. I _____ (listen) to music.



Ans:

3. The boy _____ (make) a kite.



Ans:

4. The eagle _____ (fly) in the sky.



Ans:

5. The children _____ (meet) the headmaster.



Ans:

B) Change the sentences looking at the picture. One is done for you.

1. I write my notes.

Ans: I am writing my notes.



2. The leaves fall from the tree.



Ans:

3. Ramu rings the bell.



Ans.

4. The passengers wait for the train.



Ans:

5. The fishermen catch fish.



Ans:

6. Children sing a song.



Ans:

G2. Fill in the blanks with the plurals for the words in brackets:

One is done for you.

There were two friends (friend) who lived in a village.

Their _____ (name) were Peter and Mohan. Peter had three _____ (cow) that gave milk to the whole village. Mohan had five _____ (sheep). They took them grazing every day to a nearby forest. There were many _____ (animal) in the forest. Some of them were _____ (wolf), _____ (elephant), _____ (bear), _____ (rabbit) and _____ (fox). The boys were afraid that these _____ (animal) would hurt their _____ (cow and sheep)

G3. In our school there is a (wide) corridor. It is pleasant to walk there when classes are going on. The moment the interval bell goes, it becomes noisy.

In the above passage, the underlined words are adjectives. An adjective is a word that describes or gives information about a noun or a pronoun.

G4. Pick out the adjectives and write them in brackets: One is done for you.

Bengaluru is a large city. (large)

1. There is little time for preparation. (little)

(means there is almost no time)

2. Akbar was a great king. (_____)

3. He gave me five mangoes. (_____)

4. The foolish crow tried to sing. (_____)
5. Here are some ripe mangoes. (_____)
6. He is a helpful policeman. (_____)
7. This is an expensive ring. (_____)
8. The sky is deep blue. (_____)

Reading Practice

R1. Read the story in your group and complete the dialogue between mother and daughter.

“Mummy, look at this,” shouted five-year old Rhea and ran into the house. Mother saw that there was a small duckling in her arm!

“Ugh!” said mother to herself, but said to Rhea, “Why don’t you take the duckling back to its mother? Its mother will be looking for it.”

“Yes, Mummy,” said Rhea and went out. The mother was pleased. A few minutes later, Rhea came back with two ducks- one big and the other small. “Look mummy,” she said, “I found the mother so that she will not be sad.”

Speak Well:

S1. Complete the missing parts in the conversation between Rhea and her mother.

Rhea: Mummy, look at this.

There is a _____

Mummy: Rhea, take the _____

Its mother _____

Rhea went out. After a while she came back.

Rhea: Look mummy _____

Writing Practice

W1. Rearrange each group of words to make a question and a statement:
One is done for you.

1. an/ is/ elephant/ big/ a animal

Q. Is an elephant a big animal?

Yes. An elephant is a big animal.

2. that/ baby/ is giraffe/ a

Q. _____

Yes. _____

3. runner/ fast/ leopard/ is/ the/ a

Q. _____

Yes. _____

4. Joey/ kangaroo/ baby/ a/ called/ is/ a

Q. _____

Yes. _____

5. In charge/ the/ principal/ school/ of/ is/ a

Q. _____

Yes. _____

6. long queue/ bus stop/ is/ a/ there/ at the

Q. _____

Yes. _____

7. below/ is/ the/ there/ a/ caption/ picture

Q. _____

Yes. _____

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POEM - THE QUARREL

Before you read:

Let's talk in pairs/ groups.

1. Think of your friends who always quarrel with you. Then discuss in pairs the reasons that make them quarrel with you.
2. Make a list of four things that make you get angry with others.

One is done for you.

They speak unpleasantly about me. _____

- a. _____
- b. _____
- c. _____
- d. _____

3. Discuss the following questions in the class:

- a. Should we get angry?
- b. How can you get rid of your anger?

It is common for brothers and sisters to quarrel, although sometimes they may not even be able to say why they quarrelled. But how long do such quarrels last? How do they end? The poem here answers these questions.

THE QUARREL



I quarrelled with my brother,

I don't know what about,

One thing led to another

And somehow we fell out.

The start of it was slight, 5

The end of it was strong,
He said he was right,
I know he was wrong!
We hated one another.
The afternoon turned black 10

Then suddenly my brother
Thumped me on the back,
And said, “Oh, come on!
We can’t go on all night-
I was in the wrong.”
So he was in the right. 16

Eleanor Farjeon

Exercise

Glossary:

quarrel- an angry argument or disagreement.

slight- very small; not important or serious.

hate- to have a very strong feeling of not liking

thump- to hit

C1. Answer the following questions in a word or sentence each:

1. Who quarrels in this poem?
2. _____ led to another.
 - a. somehow
 - b. one thing
 - c. quarrel
3. How did the fight end?
4. Mention who accepted the mistake in the fight.
5. Name the poet who wrote the poem “The quarrel”.

C2. Match the following:

A	B
a. One thing	1. turned black
b. And somehow	2. on all night
c. I know	3. we fell out
d. The afternoon	4. led to another

e. We can't go	5. he was wrong
----------------	-----------------

C3. Discuss the following with your partner and answer:

1. How do you understand the lines seven and eight?
2. "We hated one another"- says one of them. Is it true? Why do you think so?
3. What message does the poem give?

C4. Answer the following and discuss it in the class.

1. Who, according to you, is right?
2. Discuss the end of the quarrel.

Read and enjoy

There was a butcher, who at the end of the day, went into the freezer to put away some meat and became locked in. It was after working hours, so he surely knew there was no one left to save him. Hours went on, so he decided to make peace with God, knowing the angel of death was on his doorsteps. Just then, the door opened wide. Shocked, amazed, puzzled, grateful _____! There, standing in front of him, was the security guard. The man looked up to the heavens to thank God, and then, curiously, he asked the security guard, "How did you know I was here?" "Very simple he replied, for ten years, you are the only person who says hello and

goodbye to me with such a kind, warm smile. Today I heard the hello, but never heard the goodbye, so I knew you had to be here _____” Every day, it may be your smile, a thank you, a kind word or two _____ that makes a difference in someone’s life and if by chance it comes back to you, well, that would be nice _____

Speaking Practice:

Discuss these lines in your group and tell what these lines mean:

1. One thing led to another
2. The start of it was slight
3. The afternoon turned black
4. Thumped me on the back
5. We can’t go on all night

Know your poet



Eleanor was born in London in 1881. She wrote children's stories and fantasy stories and soon became popular with both children and adults. She lived in Sussex, UK and was a personal friend of War Poet Edward Thomas and his wife Helen. The Farjeon Award is awarded periodically to an outstanding work in childrens’ literature.

Supplementary Reading

The never ending story

1. Once Emperor Akbar fell ill. Though the illness was not very serious, it prevented the Emperor from sleeping till the early hours of the morning.
2. The royal physicians tried various medicines, but without any effect.
3. In the end, a hakim suggested that the Emperor should hear a story before retiring to bed every night, so that his mind might remain cheerful and enable him to sleep peacefully.
4. “It seems a good suggestion,” said the Emperor, “But how shall I get a man who will tell me a story every night?”
5. “That's easy,” remarked the hakim. “You have in your durbar a number of courtiers, Huzoor. You could certainly ask each one of them to tell you a story every night.”
6. Now, it became a real problem for the durbaris to tell a tale to their Master every night. For, though they managed to tell a story, as the emperor would not sleep, the minister had to add on another tale to the first and go on with it.
7. And this went on till, not the listener, but the story teller began to feel sleepy!
8. In the end, not knowing how to get out of this situation, the durbaris consulted Birbal. He agreed to tell a story to the Emperor

to put him to sleep.

9. The Emperor welcomed Birbal, and the latter narrated a story to him, at the end of which the Emperor, as was his habit, asked “what happend then?”
10. Birbal told him another tale, but, as soon as it was over, he was confronted with the same royal question. “What next?”
11. So a third story followed and this time too, as it came to an end, the Emperor asked: “what next?”
12. In order to put an end to this, Birbal began his new tale thus:
13. “In a certain jungle there was a hut. A Bhil stayed in it.”
14. “yes...”
15. “The jungle was inhabited by different kinds of birds and beasts. And, though the Bhil was capable of protecting himself from the animals, his great problem was the birds who went into his hut and came out carrying in their beaks grains of corn.”
16. “yes....”
17. “For a long time the Bhil thought over the problem of getting rid of the birds. In the end, he succeeded in finding a way out.”
18. “Yes...”
19. “The Bhil went to the market and bought a big basket.”
20. “Yes what next?”

21. “He kept all the grains of corn in the basket and closed its lid tightly”.
22. “Yes, what next?”
23. “When the birds, as usual, entered the hut, not finding their food anywhere, turned their attention to the basket”.
24. “What happened then?”
25. “The birds then pecked at the basket but only hurt themselves in the process.”
26. “What then?”
27. “Among the birds was a little sparrow, who was very clever. She made friends with a small mouse in the hut and asked him to help her. He nibbled at the basket”.
28. “Yes?”
29. “Nobody knew how, but soon, the birds came to know of this, and gathered in great numbers outside the hut. My God! So many birds! Do you know how many, Sarkar?”
30. “How many?”
31. “Five hundred birds!”
32. “So many of them!” the Emperor exclaimed. “What then?”
33. “Then one bird went into the hut and holding a grain of corn in its beak, flew out.”

34. “Then?”
35. “Then the second bird entered the hut and holding a grain of corn in its beak, flew out.”
36. “Then?”
37. “The third bird went into the hut and holding a grain of corn in its beak, flew out.”
38. “Then?”
39. “Then the fourth bird went into the hut and, holding a grain of corn in its beak flew out.”
40. “Then?”
41. “The fifth bird went into the hut and....”
42. “Birbal, now how many birds are left?”
43. “Sarkar, so far only five birds have flown out. There are still four hundred and ninety-five birds to go! So what was I saying... Yes, the sixth bird went into the hut and...”
44. Hearing the dull story of the birds going into the hut one by one and coming out, the Emperor got so disgusted that he almost shouted. “Birbal, when are these birds going to finish their task of carrying the grain out?”
45. “When you stop saying, ‘What next?’ Sarkar,” said Birbal.
46. The Emperor realised his folly and ordered that his programme of hearing a tale from his courtiers each night should be stopped.

Check your understanding.

1. What did the Hakim suggest to the Emperor?
2. Why did the durbaris go to Birbal?
3. What was Bhil's problem?
4. How did Bhil try to solve the problem?
5. What did the little sparrow do?
6. Why was the Emperor disgusted?

Pandora's Box

1. In the days when the world was young, everything was beautiful, bright and gay. The sun shone brightly, and the most beautiful flowers and fruits grew everywhere.
2. There lived at that time, a lovely boy called Epimetheus. He had everything he could wish for except a companion.
3. One day he saw Mercury, who was the messenger, wearing a winged cap. He had wings upon his heels and was coming towards him. With him was a beautiful girl, whom Mercury called Pandora. Epimetheus was delighted, and welcomed her with great joy.
4. For some time Epimetheus and Pandora wandered hand in hand, weaving garlands of flowers and plucking the rich fruits, which grew everywhere.

5. One evening, when they were playing, they saw Mercury again. His step was slow and weary, his garments were dusty, and he seemed to stagger under the weight of a huge box which he carried on his shoulder.
6. Pandora whispered to Epimetheus to ask Mercury to tell them what was in the box. But Mercury would not tell them anything. He only asked if he might leave the box, until he should call for it again.
7. Mercury had hardly gone, before Pandora began to be curious as to what was in the box. Epimetheus tried to coax her to leave it alone and come out to play. She would do nothing of the kind, and he had to play alone.
8. When Epimetheus had gone out, Pandora went up close to the box, to examine it. It was made of dark wood. On the top was a head, so cleverly carved that it seemed to smile and encourage her. Around the box was tied a glittering gold cord.
9. Pandora looked at the cord, and thought to herself that she could do no harm by loosening the knot, so long as she did not open the box.
10. She set to work. It was a hard task. All the time Epimetheus was calling her to come out and join in his play. She was just on the point of giving up when suddenly the knot came undone and the cord dropped on the floor.
11. Pandora thought she could hear whispers from the box. She put her ear to the lid and heard sad voices which said, “Pandora! dear

Pandora! have pity upon us. Free us from this dark prison. Open, open we beseech you!”

12. Pandora's heart beat so fast and loud, that she could hear nothing. Oh! She did want to have one little peep. Just then she heard Epimetheus coming. She knew that he would wish her to leave the box alone. So she opened the lid, just a very little bit.
13. As she did so, all kinds of ugly stinging creatures flew out, and filled the room. They stung Epimetheus and Pandora, and then, out of the window they flew and spread sorrow and pain everywhere.
14. Epimetheus and Pandora had never felt sorrow and pain. But after these things had stung them, they sobbed and cried. For the first time, Epimetheus spoke crossly to Pandora blaming her for all that was going on.
15. Suddenly they heard a sweet voice from the box, which said, “open, open and I will heal your wounds. Please let me out!”
16. Epimetheus asked Pandora to open the box. “For,” he said, “there may be some good fairy who will help us. There cannot be anything worse than those which have come out already.”
17. It was well that she opened the box, for a dainty fairy, called Hope, spread her snowy wings, and came out. She flutterd here and there and touched gently all the wounds of both the children and then flew quickly through the open window, out into the world, to do the same thing for others.

Check your understanding

1. What harm did Pandora bring through her curiosity?
2. Who helped to cure those who were hurt?

A Birthday Present, Nehru to his Daughter

Central Prison, Naini,

October 26, 1930.

For Indira Priyadarshini on her thirteenth birthday.

On your birthday you have been in the habit of receiving presents and good wishes. Good wishes you will have in full measure, but what presents can I send you from Naini prison? My presents cannot be material or solid. They can only be of the mind and spirit, such as a good fairy might have bestowed on you things that even the high walls of prison cannot stop.

You know, sweetheart, how I dislike sermonizing and doling out good advice _____. I am quite sure that there is no danger of my ever bursting with too much wisdom and so there is no need for me to wear copper plate or armour _____. If I am so limited in wisdom, how can I pose as a wise man and distribute good advice to others? And so I have always thought that the best way to find out what is right and what is not to be done, is not by giving a sermon, but by talking and discussing, and out of discussion sometimes a little bit of truth comes out. I have liked my talks with you and we have discussed many things, but the world is wide and beyond our world lie many other wonderful and mysterious worlds, so none of us need ever be bored or imagine like the very foolish or conceited that we have learned everything worth learning and become very wise; for the

very wise, if any such there are, must sometimes feel rather sad that there is nothing more to learn. They must miss the joy of discovery and learning new things - the great adventures that all of us who care to may have_____

Good-bye little one, may you grow up into a brave soldier in India's service.

With all my love and good wishes,

(Taken from “Imprint” May 1961- Page 90)

Note: Here in this letter we see the outpouring of a great man's fatherly heart. He is awfully lonesome in the prison. A long prison life like this would have made an average man plunge into a sea of despair and misery. But Nehru's inner resources and above all his devotion to his daughter could maintain him in strength of body and mind; and he found the greatest comfort in writing an unbroken chain of letters to her.

His letters were purposeful. While breaking the monotony of a prison life, they helped educate his daughter (just a girl then) and make her a fine student of history. Later, a large collection of such letters appeared in the form of Nehru's “Glimpses of World History” - one of the best written and most popular books in the world today.

LISTENING TEXT

A Morning Walk

I get up early in the morning. With my friend Mohan I go for a walk. We walk by the side of a river. It is very pleasant then. The air is cool and fresh. The birds chirp in the trees. The farmers go to the field with their oxen. The milkmen carry milk to the city. Some men do exercises on the banks of the river. Soon the sun rises in the east. It is a charming sight. After getting back, I take bath and get ready to go to the school. I feel fresh and happy throughout the day. Morning walk is really very good for health.

Listening text

The Spider game

The little spider
Crawled down the wall
By using its web
So it wouldn't fall
Crawled to the bottom
And back up again
Then thought to himself
What a fine game
So he called his friends
To join the game
And they played all day
Till night-time came
And when they had finished
They went off to bed
And left all the wall
Covered over in web. -**J. walsh**

Journey to the Top

Listening text:

1. She was married to a landless labourer Chinappa and they made their living tilling land and cutting stones. They did not have any children. They decided to adopt trees and plant saplings. She spent all her time planting saplings in open spaces, on government lands, on the outskirts of the city and on either side of the roads. The nearly four kilometer stretch between Hulikal and Kudur is a testimony to her efforts. She has planted and raised more than 8000 trees. She was given the Indira Priyadarshini Vriksh Mitra award. She continues her work even today and truly loves nature.



2. She was born into a Tamil family in 1964. At the age of three, she started dancing on her own and seeing the dedication, her father took her to the famous dance school in Mumbai, 'Kala Sadan'. By the age of seventeen she had presented 75 stage programmes. On May 2, 1981, she was travelling with her parents in a bus and met with an accident. Her right leg was injured critically and had to be amputated. Dr. Sethi, a specialist in artificial limbs got a foot

manufactured for her. She resumed dancing practice. She has received 'Nritya Mayuri' and 'Nava Jyoti' awards. She has proved to the world that despite a disability one can reach the peak of success.



3. She has been India's first and highest ranking woman officer who joined the IPS in 1972 and retired in 2007. During her 35 years of creative and reformative policing and prison management, she has received many awards. A film entitled 'Yes Madam, Sir' has been produced by an Australian film maker on her. Currently, she has been in the vanguard of a nationwide movement "India against Corruption", a movement led by Shri Anna Hazare.



4. She was born in 1986 in Mumbai. She began playing tennis at the age of six. She became the first and the only Indian woman to reach the fourth round of a Grand Slam tournament at the 2005 US Open. She is now the highest ranked female Indian tennis player. She is also the recipient of Arjuna Award in tennis for the year 2004.



Answers: (Saalumurada Thimmakka, Sudha Chandran, Kiran Bedi, Sania Mirza)

Dictionary of words that appear in this text

akshaya patra: a bowl which never goes empty

appreciate: regard highly

awkward: clumsy, lacking skill

bravery: courage, valour

burger: a flat round cake, served in a bread roll

bustle: excited activity and movement

calm: not showing feeling or emotion

charming: very pleasant or attractive

concrete: specific, definite, being in a material form

contaminate: make something impure by exposure to polluting/
poisonous substance

cottage: a small house in a village

coveted: that which someone would like to win

cure: solve, relieve a person of a disease, eliminate

decay: cause to rot or decompose

dedicate: devote to a particular subject

demonstrate: show by one's action

desolate: feeling great unhappiness

discover: become aware of

disposal: throwing something away

dispute: an argument, disagreement

enormous: extremely large

extensive: covering a large area

firing: an act of removing someone

fumble: do something awkwardly while using the hands

gather: to collect several things

germs: small organisms that cause diseases

graze: eat grass

greed: a very strong wish to get more of money or food

harm: injury or damage

hazard: something dangerous, that which damages

heed: pay attention to advice or warning

ill: not feeling well

impact: a powerful effect

indeed: used to express something that is correct

involuntary: done unwillingly

leap: jump

mound: a small hill-like earth

Pizza: a large circular flat bread

pledge: a serious or formal promise

pollute: to make an area dirty

remedy: a successful way of curing an illness

sapling: a young tree

situation: condition that exists

skill: the ability to do an activity well

solemn: serious

speaker: someone who speaks

stabilize: to make something stay the same/

stop changing

surround: to be all around something

swallow: to gulp

terrible: very unpleasant or of low quality

tiny: very small

tolerate: bear with/ withstand

utter: say aloud

vanguard: a leader in society.

wallet: small purse for carrying cash

weapons: instruments like bombs, swords, guns etc.

worthy: deserving respect, admiration or support

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